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EDITORIAL.

The first article in the present number is a study of children's habit of showing off, and involves many subdivisions such as muscular feats, affectations in speech and manner, clothes consciousness, taking a dare, bragging, doing stunts, etc. In contrast with this, bashfulness and shyness are studied and constitute the second part of the article. This is expressed by nervous movements, awkwardness, blushing, giggling, speech inhibitions, inaccuracy, affected boldness, impudence, etc. The article closes with some new evolutionary suggestions and a bibliography.

In the second article Dr. Triplett makes a contribution of value to the now rapidly growing literature on pedagogical pathology, which was founded by the somewhat abstract work of Professor Strümpell on the subject, and was continued by Közle. Dr. Triplett attempted to study first the faults of children as seen by children, and secondly, their faults as seen by teachers and parents. He divides those that his census shows into several groups,—inattention, physical defect, carelessness of observation, indifference, lack of honor, of self reliance, laziness, dreaminess, under vitality, nervousness, heedlessness, mental incapacity, poor memory, inability to express thoughts, lack of consideration for others, disobedience, lack of home training, lying, stealing, whispering and tardiness. His studies are concrete and afford us real and valued new insights into this important theme.

Professor Kline has made a study in juvenile ethics by the questionnaire method, which brings out many interesting ideals of future occupations. These he classifies as altruistic, selfish, common, individual and indifferent, and finds marked differences between the country and city returns. He requires children to finish a story as one method of determining moral ideas, and concludes that girls are more conservative and more likely to express their choice and have good reasons for it than boys. Country boys name fewer ideals, but are more likely to give fuller expression to them and to give reasons for them. Imitation is stronger in the country and independence is far more so, home life in the country being more effective than in the city. Younger children prefer industrial occupations. Judgments of justice are more likely to be based on emotion than on intellect, and in some lands and schools moralizing is carried to excess. Boys are more original than girls and country children are more so than city children. These results are very important if established.

The usual book notes follow, with a very brief account of the Boston meeting of the N. E. A.

SHOWING OFF AND BASHFULNESS AS PHASES OF SELF-CONSCIOUSNESS.[1]

G. Stanley Hall and Theodate L. Smith.

Perhaps the strongest of all the social motives in man, who is so profoundly gregarious in his nature, is to win the good will of his fellowmen and to avoid their ill will. He wishes their approbation during all his life, that of posterity afterwards, that of the gods always. He would be spoken of with respect, and seeks wealth, knowledge and power to this end. Certain moralists make this the chief motive to virtue in the world, discriminating with care between the commendation of the many and of the few competent, or even the one ideal spectator, as an objectified conscience. Fame, glory and renown, with their carefully distinguished connotations and in different fields, sometimes become the ruling passions of life. Praise inebriates superficial natures, and men have been so inflated by applause as to seek the divine honor of apotheosis and been ceremonially deified and worshipped, and mistaken the voice of popular acclaim for that of God. Flattery is the intoxicant which hypertrophies due self respect into conceit, divorces reputation from character, tends to make men substitute seeming for being, appearance for reality, till we have the dualized hypocrite, outwardly good and great, inwardly bad and mean, a living lie. Thus one of the chief problems of moral education is how to secure the good and avoid the evil in these motives and find the practical golden mean safely poised between indifference to the opinion of others and excessive regard for it. It will help us to learn how to do this aright. We must first secure a clear and copious array of factual manifestations of this instinct in its crude childish forms, which it is believed are also not without some scientific value for genetic psychology and ethics.

The steps by which the new born child, conscious, at first, of only vague unlocalized sensations, characterized by a general feeling of comfort or discomfort, passes to a definite conception of self to which activities, feelings, and intellectual processes belong as opposed to the not-self which constitutes

[1]This study was made with aid given by the Carnegie Institution which is hereby gratefully acknowledged.

the rest of the world, are so complex and involve so many factors and influences of heredity and environment are so interwoven that the problem of understanding and guiding aright the manifold activities of the growing personality in a way to insure the development of a normal, sturdy, self-respect free from too great self depreciation on the one hand and any excess of self assertion on the other, is one of the most difficult presented to mothers and teachers. To secure a healthful development of the child's personality and to preserve the naïve self expression, which is one of the charms of childhood, free from all forms of affectation or morbid timidity, is a problem, presenting so many difficulties and complexities that the need of psychological study of the subject will not be questioned. But two aspects of the subject are presented in the present study: the development of self-consciousness in the various phases of "showing off," and as exhibited in bashfulness and its antithesis,—boldness. The data are partly reminiscent and partly derived from the direct observation of children by adults, the value of the latter being greatly enhanced in many cases by detailed description of the child's environment. Three hundred and sixty-three cases of "showing off" and three hundred and fourteen cases of bashfulness in children were examined and classified according to the natural groups. These groups were then studied for any specific differences which might appear along the lines of age and sex and these, in so far as they appeared, have been indicated. Three distinct types of "showing off" appeared, each exhibiting many degrees and variations, (1) "showing off" by some form of muscular activity, (2) clothes, and (3) by speech and manner, including bragging and imitation. In the youngest children "showing off," either by means of action or clothes, seems to be the simple openly expressed desire for recognition and sympathy, the step in the extension of the consciousness of self which naturally succeeds the baby's development of self through the investigation of the limits of its own body to which the first year of life is in some part devoted. That problem having been solved, the growing ability to do things and interest in possessions, whether clothes or toys, asserts itself and the claim for recognition and sympathy from those with whom the child comes into relation grows with this new extension of self. It is difficult to draw any line between this normal growth of the consciousness of self—for the sense of personality is exceedingly strong in young children and the development of the social self has its beginning in the early months of a child's life—and the creeping in of the various disagreeable phenomena which we call self-consciousness. The intense feeling of personality which is an inevitable accompaniment of the baby's growth, under the influ-

ence of environment and possibly of hereditary tendencies, often becomes too greatly emphasized, leading, on the one hand, to vanity, egotism, and self assertiveness and on the other to self distrust, shyness and shrinking from all unsympathetic contact. The little child turns instinctively to its mother or those most closely associated with its daily life for sympathy not only in all its troubles but in its pleasures also, whether these consist in newly acquired muscular activity or some new possession, and upon the approbation and sympathy which are received the child's growth in a measure depends. Love of praise and fear of reproach are both powerful incentives in the childish mind and though an excess of either may prove a dwarfing or perverting influence to the child, they are natural stimuli for growth. Children brought up in foundling asylums or other institutions where, though all needful physical care is bestowed, personal incentives are almost wholly lacking, learn to walk and speak much later than children whose baby efforts receive the attention and encouragement of an admiring family whose sympathy baby soon learns to regard as his right. The next step is taken when the child having found that approval is a pleasant experience begins to do things, not wholly because of pleasure in the activity itself but either partially or solely for the sake of praise and approbation. This motive also may become a strong incentive for both mental and moral growth, but it is at this point that deviations toward the egoistic and unpleasant manifestations of self begin. Desire for praise and approbation, unless wisely guarded, may lead to all sorts of showing off, affectation, boldness and vanity; especially in children of strong social tendencies. Material from the returns has been freely used to illustrate each phase of this development of self-consciousness from the simple desire for recognition to the painful and exaggerated forms of vanity and self-complacency.

Showing off: Muscular Feats with Open Desire for Recognition.

M., 1½. Turning round the ring. Elders called it dancing.

M., 4. Being watched at his play, would run as fast as he could and fall down.

M., 4. "See how far I can frow this tick." Was praised, then "See how far I can frow dis stone."

F., 4. Callers. Came into the room. "Would n't you like to see me dance?"

F., 4. "Do you want to see a trick? Wait till I show you a trick."

M., 4. "Do you know how to throw a stone? Don't you want to see me throw one in the water?"

M., 4. "See me climb this fence." Making great efforts as if it were difficult.

M., 6. "See me climb the tree."

M., 7. When observed at his play began to hammer the fence. "See what I can do, I am moving the fence."

F., 7. Her sister had sung. "Mamma don't you want me to sing someting now?"
F. When the family are at the table. "See how high and how far I can jump."
M., 8. "I can climb to the top of that pile of boxes."
F., 9. "Come out and see how far I can jump. You can't jump that far."

Consciousness of clothes is shown at a very early age, girls especially showing pleasure in fresh, clean clothes and attractive colors, and this natural and instinctive pleasure seems especially liable to perversion into an exaggerated sense of the importance of dress and a fruitful soil for the seeds of vanity and self conceit.

The influence of environment and imitation begins to be manifest in very young children. This, in the present returns, is much more noticeable in girls than in boys. The delight of the boy in his first trousers, his added sense of dignity and feeling of self expansion seem to be quite natural and unaffected and in some cases, at least, a new sense of responsibility and manliness is donned with the new garments marking a real stage in the boy's growth. It would seem to be a fortunate circumstance for the boy that the matter of dress, from a social point of view, is made relatively of much less importance to him than to the girl. The little woman of five who announces "I can't sit on the floor to-night, I don't know if I can even sit on a chair because I have on my very best frock," is certainly having forced upon her a disproportionate consciousness of clothes as compared with any natural development of her personality. While Lotze's ingenious explanation of the pleasure in dress as due to the feeling of extension of the personality felt in every undulating fold and floating ribbon certainly finds place here, it is, in the case of girls, largely subordinated to the pleasure derived from the effect upon others. The subject of clothes is early made an important one in a girl's life, her movements are restricted because of them and she is debarred from many forms of activity which would soil or rumple her clothes. As a result her instinctive pleasure in fresh, pretty clothes is soon mixed with a consideration of their effect upon others, attention is concentrated upon appearance and the influence of environment is plainly reflected in the child's attitude. The transition from the frank open expression of pleasure in new possessions, and desire for sympathetic appreciation of this pleasure, changes by insensible gradations to pleasure, no longer derived from the thing itself, but from its effect upon others. This naturally leads to various devices to attract attention. Into these, though, at first, quite openly expressed, an element of affectation soon enters. Attempts to attract attention become perfectly conscious and deliberate but the

child does not wish these efforts to be recognized. She wants to attract attention but she does not want any one to know that she does and therefore employs various devices more or less transparent to attract attention without seeming to do so. Cases have been selected from the returns to illustrate these various phases of clothes consciousness, and also to show the relative frequency of their occurrence in boys as compared with girls. It will be noted that it is not a boy's method of showing off and that the element of affectation in this connection is almost wholly lacking in boys.

Consciousness of Clothes Openly Expressed.

F., 1 y. 9 m. Had a new dress. Would walk in front of every one that came in until it was noticed.

F., 3. "Don't anybody see my new dress with blue ribbons?" Being asked "What's that?" said "Oh that's only my new hat from Miss —."

M., 3. Twisted himself round and looked at his pants. Acted as if he would like to say "See my new pants."

F., 3. "Aunt Gussie, I have a new cassimere dress with pretty bows and all lace, aint I swell?"

F., 4. "I can wear my new hat any way," turning her head to show it.

M., 4. Not being noticed. "It's a wonder you would n't put your *new* dress on you, as long as I have my new suit on."

M., 2. Had shirt that was shirred at the neck and waist and a bright tie and seemed to enjoy looking at himself.

F., 4½. Went across the street to show a new dress to her aunt. Walked on her toes and held her dress very high.

F., 4½. Having on a new or clean gown, would often say: "Now, mamma, don't little Mary look just as sweet as she can?"

F., 5. Her new shoes not being noticed, put her foot in the lady's lap and said "Why did n't you look at my shoes? They are new."

M., 5. First pants. Walked round then began to kick, laugh, lie down, roll over, show size of his pockets, etc.

F., 6; F., 7½. After being dressed Sunday morning these two sisters rush to their father. "How do we look? Which is the prettiest?"

M., 7. Had a white sweater, showed it to everybody and walked up and down the street.

F., 8. Was visiting. Went to the mirror. "Did you see my new dress? Aint it pretty. Aint my hat pretty? It 's new you know. I bet I look pretty, don't I?"

F., 8. Her shoes not being noticed. "I got new shoes on."

F., 9. Having a new dress was eager to recite in school.

M., 10. Delighted in wearing a military cap.

Showing off Clothes, with Element of Affectation.

F., 5. A beautifully dressed child entered a crowded room and attracted considerable attention. When she noticed it she began to swing from side to side, look at her dress, put her hand up to her hat, and glance at a gold ring which she wore.

F., 5. When she has new clothes walks up and down the street, swaying back and forth.

F., 5. Had a new hat which she kept taking off and putting on again. Puts on airs when she is dressed. Walks up and down and swings herself, has a little smile. Sits down, holds her head first one side, then another. If no attention is received she will get a book, stand

on a chair, and sing, speak pieces, etc. As soon as people leave the room she becomes natural.

F., 7. Strutted across the floor to show off her new dress.

F., 8. Had a new dress and was told to say "Excuse me," when she went in front of any one. Walked in front of a lady and stopped to say "Excuse me" and then went on.

F. Three girls walked up and down to show their new spring dresses. Nearly a dozen boys marched behind them.

F., 10. Had a pretty neck chain. Went out on a hotel piazza, tried the chain on some of the younger children, examined it closely, watching to see if she were observed.

F., 10. Was mincing along the street with her head thrown back. Refused to take her companion's hand. After a few minutes stopped and began to laugh.

F., 12. Having new clothes, strutted by her acquaintances scarcely speaking to them.

F., adult. Had many rings. When she went into company would put on a number and hold her hands so as to show them.

But consciousness of clothes is by no means confined to the well dressed child, the child whose personal experience of clothes is limited to their use as coverings and protection from the cold, often insufficient, though she has a certain advantage in unrestricted freedom of movement also develops a clothes-consciousness from social environment, not indeed through pleasure and approval of others, but through the sense of contrast and a shrinking from unsympathetic observation due to mortification, or an antagonism toward those who are better dressed is aroused and manifests itself in boldness and effrontery. This latter development seems to be somewhat more common in boys than in girls and the dramatic instinct of imitation is more marked in girls. The boy's sense of self is less affected by what he wears and he takes refuge in a contemptuous attitude toward better dressed children, while this element, though by no means lacking in girls, is subordinated to a desire for imitation, shown not only in imitative play but in the bragging lies which have frequently been noted among children suddenly brought into more advantageous surroundings, where the form of the lie is, in the case of girls, almost always in regard to dress or possessions as contrasted with boys whose lies are chiefly in regard to what they or members of their families can do. In all classes of American society the clothes consciousness is an important factor in feminine psychology and children reflect not only their immediate but to some extent their more remote environment, and the psychology of clothes is no superficial problem but one closely bound up with the growth of personality. With some children a new dress seems to act chiefly as an incentive to showing off. Numerous instances of sudden interest in school or church due to this factor are reported and many reminiscent papers describe with great vividness the feeling of superiority over other children and the desire to make this felt induced by especially fine clothing.

Closely connected with affectations of dress are those of speech and manner. Here the imitative tendency comes strongly into play, sometimes rooted in the desire to be like some older person who is especially admired and loved and sometimes in a general desire to appear grown up or superior. The forms in which these affectations manifest themselves are noticeably different in boys and girls. Both imitate their elders or those who attract them, but the boy affects a roughness of speech and action in marked contrast to the affectations of the girl and, on the whole, the imitations of the boy are probably really less affected than those of the girl. The tendency to pose, so closely bound up with the dramatic instinct, appears at a very early age and in a great variety of forms, the earliest being the plays in which some person or animal is personated, with little attempt at real imitation. In many cases these plays are taught to the child, but the readiness with which he makes them his own, and the fact that they also arise spontaneously among all classes of children, indicates an instinctive aptitude which is closely connected with the development of personality. In this early form of imitation there is little or no appeal to recognition of self, but the attitude of seeking to alter or extend personality finds its earliest manifestation in these plays and it is this attitude, plus the desire for recognition and approbation of self, which underlies the various forms of affectation. Many affectations of speech are really little more than the child's effort to increase his vocabulary, and though the immediate result is often laughable there is a real gain in this direction which should not be ignored, and it would be a psychological blunder to condemn all affectations indiscriminately as unwholesome. It is not the impulse to imitation which is to be condemned but, too often, the models upon which it works.

Affectation in Speech.

F., 4. When alone some one came asked for her folks. "Min's up stairs and Eddie has gone to the dentist's to have his hair cut."

F., 5. Had been shopping with her mother and returned very tired. "Come," said her mother, "we will go to bed." "Oh! yes" sighed Alice, "anything for a difference."

F., 5. Being asked to have more cake said "No. I have had a delightful sufficiency."

M., 6. Correcting his small brother. "You must n't do that; you should say, Excuse me. If I did it I should say I beg your pardon."

F. If called on to answer questions first her manner is natural. But if others have failed, she takes great pains to pronounce each word (3rd yr. primary).

F., 7. Met a young lady: "Why, good morning, Catherine, when did you get home?" Had heard some one make the remark.

F., 7. Likes to say things to make people laugh. Says whatever she thinks of first, whether good or bad.

F., 8. Why, Ethel, "*I'm so* glad you came! So *sorry* you were absent yesterday." Very affected tone.

F. Affectation: waging for wagon, pitcherd for pitcher, chimbley for chimney, lady calf for heifer.

M., 10. Liked to show off the words he knew. Would say to younger children: "At what time do you retire? Will you kindly vacate that chair?"

F. Always became self-conscious in the presence of strangers. Her language was stilted and the tone of her voice changed.

F., 10. Two girls knowing a few French words pretended to carry on a conversation in French on a car.

M., 12. Imitated a witty man who stuttered, until unable to talk properly.

F., 12. Liked to use large words. "Have n't they been having awful torpedoes (tornadoes) out west?"

F., 12. Likes long words. "O, does n't that boat look wistfully!"

F., 13. Very affected in speech and manners. Affects great vivacity. Has grown to be a habit.

F., 14. Her voice is unnatural and her words do not sound like English when a certain boy friend is near. Sometimes the affectation continues after he has gone away.

F., 17. Liked to use words she did not understand. Tried to tell about a party and meant to use the word *reception* but used the word *conception*.

Affectations of manner, as those of speech, vary greatly in form and degree but they are all traceable to the same underlying principles. In some cases they are undoubtedly almost unconscious imitations, but for the most part the motive of self aggrandizement is present though by no means acknowledged even to self. In cases where the imitation is of some person especially admired, this motive is less prominent and the imitation itself may be frankly acknowledged, but as a rule the self-consciousness which manifests itself in the various forms of affectation is accompanied by what is possibly a deep lying dramatic instinct to pretend even to one self that the pretence is real. A child's manners are in large measure a reflection of his enviroment, the habits and actions of those about him are continually imitated and his personality grows through these varied acquirements. It is the refuse of this process, the things not assimilated and therefore not genuine expressions of the child's personality, which we call affectations.

Affectation in Manner.

F., 4. Talks nicely to her dolls and is natural, but if watched puts on airs.

F., 7. In the presence of visitors pretended that she had done a very hard lesson.

M., 7. Becomes very affected when trying to attract attention; is much pleased when laughed at.

F., 7. Naturally bright and full of mischief. Puts on a very serious face for Sunday, walks quietly, just smiles when spoken to. Refused to wear a red hat because it was too bright for church.

F., 11. Has often taken part in church entertainments. When she talks with her playmates seems conscious of her words. If observed when walking will switch her dress from side to side.

F., 13. Puts on airs while walking.

F., 13. Very affected in company.
F., 15. Imitated an affected manner which she admired.
F., 17. After she returned from boarding school was very affected in her manners and speech. With strangers the affectation was very noticeable, with friends much less so. Very seldom entirely natural.
F., 18. Whenever she speaks puts on a calm easy indolent manner.

In the showing off instinct, as exhibited in motor activities, a noticeable difference between boys and girls appears, 78% of the boys furnishing examples of this type while only 22% of the girls were included in this classification. Moreover, there was a marked difference between boys and girls in the kind of activity. Among the boys feats of physical strength and skill, running, jumping, fighting or special gymnastic exercises prevailed, while motor activities on the part of the girl are not only more limited but frequently involve much more complex psychic accompaniments. With boys it seems to be the motor activity itself as an expression of personality for which recognition is desired. Among girls this motor factor is frequently only a means to an end and intended to attract attention either to dress, general appearance or the possession of some accomplishment. In the boy the element of pretended unconsciousness seems somewhat less than among girls; his mental state is less complex and contains less of the element of affectation. He desires recognition of his physical strength and skill, and though he probably wishes the fact that he is showing off to be ignored, he is not averse to recognition so long as that fact is kept in the background. In the more complex mental state of the girl is involved a subtle feeling of deception because her actions are not those which are in themselves normal expressions of motor activities which might conceivably be carried out if no spectators were at hand but are either imitation of the characteristics of another person, supposedly superior, or means to an end which she does not like to acknowledge openly. It is not alone sympathetic appreciation of her pleasure in new acquisitions which is desired but praise and acknowledgment as well, and things are done not for their own sake but with a view to self as it appears in the eyes of others. Of course, a morally healthy child is ashamed of this motive when brought face to face with it, but children are not analytic and often do a vast amount of pretending even to themselves.

Showing off. Physical Action, Pretended Unconsciousness.

M., 3½. When watched likes to ride very fast on his velocipede.
M., 4. Playing with his dog. When observed began to whip the dog.
M., 5. Finding himself watched began to jump, run, and swing on a rope.
M., 5. Rode a tricycle up and down as long as he was watched.
M., 6; M., 6. Agree very well when alone; but will often fight when observed.

M., 8. When observed at play began to fight and cut up antics. When the observers apparently went away, they stopped.

F., 9., Tried to jump and run fast to attract attention.

M., 9. Four boys had attached a raft to steps of board walk. The tide was high and as the waves came in the boys would jump on the raft. Being watched became much more daring.

M., 7. When walking with the observer would begin to take long strides and try to act like a man.

M., 8. Being observed on the street, began to swagger and put a cigarette in his mouth.

M. Peaceable with one or two but getting up a fight if larger boys were present.

M. Riding a bicycle. When observed, rode faster, whistled, and moved his body.

M., 13. Being watched, attempted a trick on the trapeze which he was unable to do. Fell and hurt himself.

M., 13. Was balancing on his hands. Spectators. Immediately did it again and then walked on his hands.

F. Danced up and down the walk, looking at the window to see if she were observed. When she saw no one, went away.

F., 4. Mended her stocking in the presence of a neighbor to be called smart.

F., 4. Would get on a table and jump off, go under the table and pull the cover down to hide herself, pound the floor with her feet, and shout.

F., 4. Ran noisily through her mother's store into a back room and then ran back to the door: to attract the attention of a customer.

F., 4. Likes to show people how much she can help her mother; runs up stairs, sets the table, etc.

F., 6. Saw a great professor play on the piano. Tried to imitate him by movements of her hands and head. Did not do it when alone.

Conscious Showing Off.

M., 2. Turned somersaults when he went calling.

M., 3. Playing horse with a chair. When observed began to whip the chair and say, "Just see how I can make my horse run."

M., 3½. Would put a hassock in the middle of the floor and jump over it or try to stand on his head.

M., 4. When visitors took any notice of him would race round, climb up on high things and jump.

M., 4. Began to kick as high as he could and turned round to see if he had been observed.

M., 5. Would turn somersaults and make faces to make visitors laugh.

M., 6. Annoyed his mother by making pot cheeses when there was company.

M., 7. Made faces at a visitor in school, dropped his pencil.

M., 7. Ran till he was very tired to excite the admiration of his sister and her friends.

M. Had a balloon at a railway station. Went through all sorts of performances and looked round for approval.

M., 11. One boy pounding and kicking another, some men looking on.

M., 12. Having learned a new song at school, when he reached home sang so loud that he annoyed everybody.

M., 12. Out swimming—was watched—came out and made a daring dive. Afterwards boasted that he often dove from a certain bridge.

M., 12. Went through the motions of playing a violin with his ruler for the benefit of a visitor in school.

M., 12. Liked to perform on a trapeze when he had an audience.
M., 12. Turned somersaults and climbed a tree, swinging on one of the branches for the amusement of three young ladies.
F., 5. A beautiful and finely dressed child on a train. Stood up on the seat, held her hat in front of the mirror. "I 'm sure that none of you saw such a pretty girl with a hat like this before. Look in that big glass in front there and you 'll see me another time. Papa calls me his sweetheart. Don't you think that 's a nice name for a pretty girl like me?—I wonder how many people there are in this car who know I 'm going to see my grandma. That woman over on the other side is got a little girl with freckles all over her face. I guess she wishes her little girl was as white as I am."
F., 5. As she was going on the platform stepped very daintily holding up her dress and trying to act old.
F., 7. Thinking herself watched, tried to walk in a fine way.
F., 9. Shook herself from side to side, held her head high, put her feet down carefully.
F., 9. Did not like to practice but when there was a caller would open the piano herself and practice her full time.
F., 10. Jumped rope. If observed jumped till she was almost exhausted.
F., 11. Tried to play on the organ to impress visitors with her smartness.
F., 14. Tried to kick with both feet. Playing kick the ricket.
F., 14. When visitors are in the gymnasium puts one foot up by her head, turns somersaults and does other things to attract attention.

Taking a Dare.

The form of showing off called "taking a dare," "stumping," or "doing stunts" appears from the returns to be a dangerous and perverted form of the showing off instinct. Eighty-four cases were reported and include the following items: jumping from high places, such as trees, roofs, walls, embankments, etc., skating over thin ice, crossing railroad bridges, trestles or narrow planks across streams, running in front of horses or moving railroad trains, coasting in dangerous places and in dangerous attitudes, crawling under a train at station, stealing, truancy and injuries to property. Accidents occurring in consequence of these dares include twelve cases of broken bones or serious sprains, eight cases of falling into the water with danger of drowning, two cases of serious nervous shock, one case of severe ivy poisoning and a large number of minor injuries. Unlike the other types of showing off no specific differences between girls and boys appear in the character of the dares taken. One girl walked over a high railroad trestle without accident but for three years her dreams were haunted by a recurrence of her sensations. Another girl stayed until after dark in a house reputed to be haunted but suffered for a long time afterward from the nervous strain. The larger part of the more serious accidents happened to girls, owing, probably, to a less degree of muscular strength and skill and in some cases to the impeding of their movements by clothes. The

motivating impulse in all the cases of daring examined seems to be, not a real exhibition of courage even of the physical sort, but a desire to avoid the accusation of cowardice. In many instances the dare was taken by children too young to have any real knowledge of the danger involved. One four year old boy, on being dared by one older, plunged his hand and arm into a hornets' nest. In not a single case was there any evidence in favor of the dare as being instrumental in developing either physical or moral courage. Many of the dares taken involved disobedience, that, in some instances, being a part of the dare. A curious perversion of the moral sense seems to enter into the whole question of daring and under the excitement of taking a dare, in addition to other moral delinquencies, actual criminal offences are committed by well brought up children, fear of being called a coward and a false ideal of courage bringing about a sort of temporary moral anæsthesia. The remedy for this state of things can lie only in the correction of the child's ideals of courage and honor, and in this connection courses of reading and literature offer great opportunities to the teacher.

M., 6. Coasted down steep hill into river, was nearly drowned.
M., 10. Jumped from high bridge into coal car.
M. Caught on to running board on electric car, fell but escaped injury.
M., 12. Jumped from a second story window because he was dared.
M., 8. Being told he could not whip another boy, at once did it.
M. In his efforts to outdo his rival in diving, struck his head on the bottom.
M., 11. Threw stones at a cat, some ladies remarking upon cruelty.
F. Made herself sick smoking cigarettes. Was dared by her brother.
F. Drank liquor and made herself drunk. Dared.
F., 10. A group of children trying to outdo each other. Although she hated onions ate one and succeeded in keeping back the tears till she got away.
F., 13. Tried to ride horse bareback; was thrown almost immediately.
F., 10. Slid down hill standing on sled with skates on: not seriously injured.
F. Took her baby sister up a tree and swung off limb with her in arms. Neither child injured.
F. Climbed an electric light pole and touched wire, not knowing whether it were live wire or not.
M., 10. Crawled under train stopping at station.

[*Special Dispatch to the Boston Herald.*]

ROCKVILLE, CT., March 16, 1903. Two children, aged eight and six years, of John Young, a blacksmith of Tolland, were playing together in the woodshed Saturday afternoon, doing "dares" and "stunts." The older boy got hold of an axe and holding it over his head said to his little brother, "You don't dare to put your foot on this block, cause if you do, I'll chop it off with this axe." The little fellow immediately put his foot on the chopping-block, and the older brother, probably thinking he would not let his foot remain, brought down the axe, chopping his brother's foot off at the ankle.

Horrified at his deed, he then ran to the house, calling loudly for his father, who drove with his wounded son to this village for surgical aid.

Bragging. Ability to do Things.

In bragging, although the motive of self-aggrandizement is the obvious and immediate antecedent, its manifestations vary from an expression of rivalry and emulation, with statements founded on fact, to the bragging lie in all its forms. In its primary form bragging is simply an assertion of the ability to do something better than some one else or an expression of pride in possessions, tinged with a satisfaction that they are superior to those of another. But from this beginning it passes through various stages of degeneration, losing more and more its factual foundation until it culminates in the bragging lie with all its absurdities, pettiness and meanness. The same difference between boys and girls which appeared in other forms of "showing off" is also apparent here. In 134 cases of bragging, exclusive of lies, 78% of the total number of boys bragged of what they could do and 22% of possessions or relatives. Of the total number of girls, 90% bragged of possession, family or wealth, and only 10% of doing things. But this statement does not bring out the entire character of the differences between the sexes, as a careful reading of the returns shows a larger preponderance of direct motor activity as a subject for boasting among boys, while many of the girls boasted of ability to read, write or spell better than some one else and of accomplishments or superiority of marks at school. The chief motor activity mentioned was skill in jumping rope or dancing. In bragging of possessions among girls, clothes lead, then come household furnishings, father's wealth, rich relatives, special advantages of travel and personal endowments as fine hair or eyes, beautiful complexion, etc. Among the boys, father's wealth and possessions, travelled relatives, and personal possessions such as sleds, skates and footballs are oftenest mentioned. The only form of clothing mentioned was a pair of rubber boots. These differences, though due allowance must be made for the repression of motor activity among girls by limitations of dress, social restraint, etc., are so far in harmony with biological theories as to the superior motor activity of the male and the relative passivity of the female sex, that it is, at least, in order to raise the question how far these differences are due to environment and how far to innate sexual differences. Is this marked difference in the motor activity of boys and girls indicative of a primary sex differentiation or are they to be ascribed to a progressive influence of environment? It is to be noted in this connection that marked exceptions to the general rule occur among girls of unusually

fine physical development, their pleasure and pride in physical feats quite equalling that of boys. The following are typical samples of the cases of bragging furnished by the returns.

Doing Stunts.

M., 3. When watched would jump and turn somersaults. "I can do something you can't do."

M., 3. "I kin beat you runnin. I can run faster 'an the stars."

M., 4. "Oh! I can sing better than that, wait until you hear me sing."

M., 5. "Got a segar? I kin smoke. Give us a pipe and tobacco and see me smoke."

M., 5. To an older child. "I can lift more than you can."

M., 5. To his playmate's father. "Can Joe whistle? I can;" whistles.

M., 5. To a strange boy about his own age. "I can knock you out in one round."

M., 6. On hearing it said how high up a man was. "Oh, that is n't high. I can climb that tree without any ladder."

M., 6. "I spelled a word right that Roy could n't spell and I 'm only six and Roy is nearly eight years old."

M., 8. "Can you throw a stone in that window?" (No.) "I can, wait until you see me."

M., 8. "I can climb twice as high as you."

M., 8. Boasted that he could jump across a large stream.

M., 14. "I can swim better than he can and go under water too."

M., 15. Bragged that he could whip one boy and when he had succeeded, whipped another without the slightest provocation.

F., 4½. Went into the parlor when there was a party and said, "I know how to spell and I can read better than Willie too."

F., 7. Likes to tell people that she is in the second reader and that another is only in the first reader.

F., 8. "You can't jump with the rope this high, but I can."

F., 8. "I can read better than you can Lizzie." When asked to read said that her mother told her not to stay long and that she had better go home.

F., 9. "Oh! I can write better than I do if I want to, even better than she can. Wait until I write this line and you'll see if I can't."

F., 9. "Now just you watch me jump rope, I can jump faster than anybody in my class."

Bragging of Possessions.

F., 4¼. "Your mamma haint got what my mamma 's got! My mamma 's got a new silk dress."

F., 5. Told a little visitor. "*I* have a paper from New York. I subscribed for it."

F., 6. "It 's too bad you can't go down to the seashore. We are all going for two months. It 's perfectly elegant there, the band plays all day, we go out walking, dance and are dressed up all the time."

F., 6. Told a little girl that her mamma's baby was n't as pretty and did n't have such pretty dresses as her own baby sister.

F., 7. "My father does more than that, he goes to the city and gets things for people."

F., 7. "Our house is grander than yours because we have a cupola on it."

F., 9. "Oh! that's nothing, I heard pa say this morning we had a mortgage on our house, but I have never seen it myself."

F., 8. "Well we have papa's and mamma's pictures in the parlor and the frames are solid gold for they look like it."

F., 8. "I have a picture at home like that."

F., 8. "Pooh! I've got about a dozen."

F., 8. Boasted of the good condition of her father's horses. The other horses were poor old things that ought to be sent to the boneyard.

F., 8. "I shall not play with you any more, you are not so rich as we are for you don't have high topped boots, so there."

F., 8. "My aunt Lizzie has more money in the bank than your papa. She will buy me anything I want. I'm going to get a safety."

F., 8. Boasted of her beautiful dresses and what her mamma was going to get for her birthday.

F., 8. "My dress is much prettier than yours. I got a piano, a watch, and many other pretty things that you have n't. My papa is richer than yours."

F., 8. Bragged of her clothes and of the house furniture.

F., 8. Kept away from and looked contemptuously at a child less well dressed who sat in the same pew.

F., 8. On hearing a little girl's hair admired. "It ain't as nice as mine, is it mamma?"

F., 8. Asked a playmate if all her family ate off one plate because they all went in at different times to their meals.

F., 8. "Mamma has bought our Julia a doll that cost $8."

M., 4½. "I feel pretty good, I've had something good to eat." Stretching himself.

M., 4. "I have a new stepmother."

M., 5. "Pooh! that is nothing. I have one too."

M., 5. Boasted of his father and his father's horse and cow, how he picked lots of berries for his mother who said he was "smarter 'n Mabel."

M., 5. Thinks his rubber boots are prettier than Mabel's. Thinks his orange is larger than Mabel's.

M., 10. "My father is richer than your father."

M., 12. "My sled is better than yours; yours was made, mine was bought."

The differences of content observable between boys and girls in the cases just given appear also in bragging lies. In forty-three cases of lying, sixteen boys and five girls lied about their ability to do things, seventeen girls and five boys about their possessions. The motives underlying these lies are self-aggrandizement, frequently plus the desire to humiliate some one else, the impulse to repel humiliation and desire to attain some selfish end. In some children the love of showing off develops to an abnormal extent so that false pretences in regard to personal acquirements, abilities and possessions become so accentuated as to dwarf and warp the normal character. Physically well-developed children, in whom the dramatic instinct is strong, naturally have a tendency to show off but the degenerate forms of this impulse are due far more to ignorance and injudicious treatment on the part of parents, guardians and teachers than to any qualities inherent in the child.

M., 7. Was given a piece to learn for Arbor Day. When he came

out of school said "I knew that piece as soon as I saw it." Then: "Well I did know it but I can't think of it."

M., 5. Said that he was at a fire and saved four horses.

M., 5. He can whip any boy round.

M., 4. Some one tried to take a flower from him. "Well they 'd better stop or I 'll *do* them, for I can. Why I can do a big man or a horse."

M., 7. Said he licked three boys in a neighboring town. Being questioned said he would have licked 'em if he had got off the wagon.

M., 8. Had read much about fighting. Was often heard to tell his mates that if his mother would allow him to fight he could whip them all.

M. Kindergarten. Children asked if they had previously learned a song. R, yes he knew the second verse, but was unable to sing it and acknowledged he did not really know it.

M. On seeing a lemon tree said that he had planted a pit. In three days it was 6 inches high and in two or three months had lemons.

M., 9. Would lie about his hunting and fishing, telling that he had killed a dozen birds when he had not.

M., 9. Said he had been stung twice by bees and had not cried. Had not been stung.

M., 10; M., 13. Would tell lies to see which could tell the biggest.

M., 14. Did n't care if he did die. To show how brave he was.

F., 6. Said there was an awful big snake in their field and it ate up all their rye.

F., 8. Children quarrelling. This one said "If you come on my steps I'll have you arrested, my father is a policeman."

F., 10. One of her mates refused to give her any candy. "You had better give me some, for if you don't I shall tell my brother and he is an assembly man."

F. Had a fever so high that it cracked the clinical thermometer.

In bragging lies in regard to possession, *envy and imitation* are frequent motives. Several papers report actual *epidemics* of lying as occurring among groups of children whose sole object seemed to be the attainment of some fancied superiority, conferred by the possession of superior advantages of dress or household furnishings.

F., 7. Being shown some silver spoons just cleaned: "Pooh! my mamma 's spoons are always as bright as that and when we polish them they are a hundred times brighter than that."

F., 7. Told another girl how many gold rings, watches, and earrings she had and promised the girl to bring her a watch the next day.

F. Fresh Air children boasted that they had Brussels carpets and lace dresses at home. Two small rooms were the actual home.

F. Fresh Air child told about her father's riding in a carriage with a span of horses. Proved to be an ice-wagon.

F., 9. Boasted of costly dolls and dresses which she did not possess.

F., 10. Bragged of her father's smartness.

F., 11. Said that they had Brussels carpets in every room but the kitchen, where there was a rag carpet. The kitchen floor was bare and there were no Brussels carpets.

F., 11. Always telling what they had or were going to have, where they were going. Used to say she could have anything she wanted, her father was rich.

M., 5. My papa's going to buy a boat bigger than your house.

M., 6. Told about a cane his father had. Said it was very large,

all gold, with a lock and key at the head. Everything he happened to see was on that cane. He turned round and saw the grape arbor. "There are all ripe grapes on papa's cane."

M., 10. Said his father shot a hundred geese with one shot. Finally reduced the number to one.

M., 12. "I am going to have a thousand dollars to spend the day the show is here."

M. A boy being asked his name and his father's occupation said his father was captain of the Pilgrim—then first mate—then captain's orderly.

F., 9. "Oh! that 's nothin'; why! I went to Mexico last summer, and at the place where I was, all I had to do was to pick up all the diamonds I could carry. Some of them were blue and some red. I have a blue one home that is as big as a hickory nut.

Showing off by imitation is so closely interwoven with the dramatic instinct and imitative play that it is difficult to determine at just what point undesirable elements may creep in. The assumption of another personality, whether merely in name or extended to dress and manner, gives peculiar enjoyment to children. To dress up in a long skirt and play at being grown up is a girlish delight to which the boy's enjoyment of a soldier's uniform or a miniature football suit is the correlate, for in this particular connection, the boy's interest in dress seems quite equal to the girl's and the pleasure in showing off quite as great. Up to a certain point this seems quite normal and healthful but in some cases the dramatic self deception passes over to the world of reality, the dressing up loses its dramatic character and the play pirate may become the actual juvenile offender. In real play children always desire the recognition of their new characters. They resent acts or speeches on the part of others which are inconsistent with their assumed characters and it is only when this consistency is lost that undesirable manifestations of self consciousness appear. On the other hand, this ideal personality so insisted upon by the child may often be taken advantage of to overcome certain difficulties in nursery regime. A child whose somewhat capricious appetite was not always aroused by her simple diet happily consumed her quantum of oatmeal by having it fed in successive spoonfuls to different members of an imaginary bunny family, and all readers of Mrs. Ewing's "Story of a Short Life" will remember the use a wise mother made of her little crippled son's love of soldiering, for his moral training. Probably every mother or teacher can recall instances of benefit derived from taking advantage of this instinct, but much depends on the models from which the child derives its ideals for, as has already been pointed out in connection with taking a dare, the imitative instinct when applied to false ideals may lead to dangerous consequences.

Imitative Play and Showing Off.

F., 3. Was always playing company, would come to her mother and ask "How do you do? How is the baby?" etc. Would hurry away and when she returned would play she was the grocer.

F., 3. Has named a doll for an aunt's baby. Says "I am Aunt Jean" and will not answer to any other name for several days. Imitates her aunt to perfection.

M., 3. "I must go do my work up now."

M., 5. Likes to call his mother Kate so that people will think he is "big like papa."

F., 5. Went visiting and behaved in a very lady like way. Inquired after the lady's husband and said her own was "awful sick."

F., 5. Had an aunt whose dress and manners she imitated. Imitated any trait or act that she saw admired in others. Always before people.

M., 7. Chose a name for himself and pretended to be a man with a wife and family. Acted it out consistently for three years.

M., F. Brother and sister playing. He called her by her mother's name and she called him by the father's name.

F., 8. Was fond of imitating the talk of grown people.

F. Two sisters will dress one in the mother's the other in an elder sister's clothes, will live in different parts of the house and visit each other.

F., 9. Very fond of trying to act like some one else. Saw a very stylish lady walking down the street. Tried to talk just like her, put on so many airs and gestures that she could hardly be understood.

F. Used to pretend she was some character in a fairy tale which she had read. To a certain extent the part was practiced before others but more freely alone.

F., 10. Two girls who imitated two young ladies whom they knew. Ate and walked like them and gave imaginary parties at which they talked to the friends of the young ladies.

F., 11. Same as above. One was Rosalie the other Lord Fauntleroy grown. Rosalie was serenaded. Fauntleroy proposed and was accepted and there was a wedding. Parts were acted for two months, mostly when alone.

F., 11. Would play that she was a business man of great wealth. Sometimes she was a drummer, then she would put her hands in her pockets, throw her shoulders back, put her hat on one side and hold her cane in the air. Would often take out imaginary things from an imaginary valise. Does not do this in presence of strangers. Has done it for nine years.

M., 2½. If any one notices him puts on his grandma's glasses and his uncle's hat and coat and walks around the room saying "I am Mr. Davis."

F., 6. Did her hair in a psyche knot, put on one of her mother's old dresses, put different colored ribbons round her waist and went out into the street.

F., 6. Dressed up in her mother's clothes, dressed her doll and made believe she was going to call on one of her friends. Carried on both sides of the conversation.

F., 7. Dressed up in her aunt's clothes and tried to act like her.

F., 8. Strutted up and down the street to show her new dress Then held it up, looked back and grinned.

F., 8. Dressed in a long dress and paraded up and down the walk. Would cough or make some gesture to attract attention.

F., 8. Buttoned a cloak round her waist so that it would drag on

the sidewalk. Would march up and down looking back at it. Sometimes took an umbrella on a fair day.

F., 8. Fond of dressing up in her mother's clothes and going out on the street.

M., 8. Dressed up in a ridiculous fashion. Was laughed at. Repeated the performance next day and went out in the street.

F., 8. Would dress up in her mother's old clothes and show off before company.

F., 8. Dressed up in an old poke bonnet and a long black gown and then walked down the street with a feeble tottering gait.

F., 8. Had short hair and wore a comb. She had a piece of braided rope attached to the comb and wore it to school several days.

F., 9. Used to put on a great many airs as she walked, and talk to her doll about the grand way in which they lived. Would get into an empty wagon and pretend to drive and would bow condescendingly to those whom she met.

F., 10. Put on a long cloak and walked up and down the room, saying she "was going in church" and that she was —— ——. She tossed her head and put on airs as she had seen the young lady do.

F., 14. Borrowed a pair of glasses and wore them to church though they hurt her eyes.

II.

In contrast to the various forms of showing off, which are rooted in the social instinct, are the phenomena of *bashfulness and shyness*. The extension of self and demand for sympathy which develops first towards the mother is soon extended to the family, but for some children, expansion beyond this limit is attended with more or less difficulty. In all new situations the element of strangeness inspires a certain fear, possibly a far off echo from the dim past when fear of the unknown was a safeguard in the struggle for existence. Curiosity and interest in what is new conflict in the child's mind with a dread of the unknown and preponderance of the latter element results in shyness and bashfulness, as does an excess of the former in boldness and self exaggeration. The "social me" becomes the all important thing, the affirmation of self assumes undue proportions and is expressed in the unpleasant forms of vanity, self-assertion, and boldness. On the other hand dread of the unknown and unexperienced may inhibit interest and curiosity to such an extent that a painful self-consciousness is developed, manifesting itself in bashfulness and timidity whose somatic effects vary from blushing and nervous movements to muscular inhibitions and mental confusion. The instinct of individual conservation, which in its defensive form is at the root of fear, develops at an early age. Preyer noted manifestations of fear in his son at 25 days. Perez observed them at two months, Darwin in the 4th month, Compayré cites a well marked instance at 5 months and Miss Shinn observed the first manifestation in the 5th week. In young children there is normally a shrinking from what is new and strange quite apart from any

fearful quality in the object itself, and though this is usually readily overcome by curiosity and interest which soon lead to familiarity and extension of the baby's world, it frequently persists in the form of timidity and shyness.

Among the earliest manifestation of shyness and bashfulness are crying, hiding and covering the face. These manifestations occur most frequently in children from one to five years old, though in delicate and nervous children crying at sight of a strange face occurs much earlier and is sometimes extended into later years. Cases of *crying* in connection with bashfulness, however, which occur later than the ages mentioned, are likely to be from more complex causes, the element of mortification at failure to accomplish something, as reciting, singing, etc., due to the inhibitions of shyness, becoming a factor in the total situation. Though the number of returns on these early phenomena of bashfulness is too small to justify general statements, the fact that twenty out of twenty-eight cases occurred in girls indicates the greater frequency of this manifestation among them.

F., 3. Hid her face and cried. M., 3. Ran into a corner and cried.

F., 4. Mother was forced to almost carry her into the house to see a visitor. She stood behind her mother's chair and when coaxed to come out began to cry.

F., 5. Almost cried while reciting and afterwards cried and cried.

F., 6. Was to sing in public. When her name was called, too bashful to go forward. When coaxed began to cry.

M. Recited at the church, Just as he said the last two or three words, his lip began to curl and by the time he got off the platform he was crying.

F., 7. When her name was called, went upon the stage but did not bow. Pulled up her dress, held her head down, stuck out her lips and at last put her hands to her face and cried. Then ran from the stage.

F., 7. Knew her piece perfectly but when she stood on the platform forgot it and began to cry.

F., 8. When her name was called, stayed in her seat and cried. But after most of the people had gone, was persuaded to recite.

F., 8. Forgot her piece—burst out crying.

F., 7. When she first went to school, cried every time the teacher spoke to her.

F., 8. Cried and cried. Recited after most of the people were gone.

F., 10. Tried to recite—broke down and cried.

M. Sang in public. Broke down in the first verse and cried but persevered through 4 or 5 long stanzas, a sob and then a word. Swayed from side to side, holding on to the side seams of his trousers all the time.

The sensation of *being looked at* is almost intolerable to some children, and many cover their faces, *hide* behind their mother's or any convenient article of furniture to escape the observation of strangers. Even the attention of friends seems to exercise an inhibiting effect upon such children and to produce a painful self-consciousness.

F., 1½. Hid behind a chair, would roll her eyes strangely, drop her head.
M., 2. Hid behind a door but got over it later.
F., 3. Hid behind her mother.
F., 3. Used to hide under the table when she saw a cousin with a loud coarse voice coming.
F., 3. Hid behind her mother. Nothing would induce her to come out.
F., 3. Hid in closets or anywhere.
F., 5½. Clung to her mother and would n't play—got over it.
F., 6. If she enters the room where strangers are will walk along the wall and out of sight as much as she can.
M., 6. Hid under the sofa.
F., 3. Too shy to hold out her hand. Turned her head away when looked.
F., 3. Covered her face with her hands and turned away every time she was spoken to.
F., 3. At the table hid her face in her hands till the meal was half over. Then if nobody looked would take her hands down.
F., 3. When she first saw the visitor hid her face in the nurse's dress but soon got over it. Being coaxed to recite seemed unable to keep to one piece but wandered into another.
F., 4. Turned her back when spoken to.
M., 4½. When spoken to hid his face.
F., 5½. When strangers came would hide face in her mother's dress.

The *running away* impulse to avoid meeting strangers develops somewhat later than the crying and hiding manifestations and is a frequent form of sex bashfulness at adolescence. One boy explained his action in this respect as due to a fear that the girls would make fun of him, another said he never knew what to say to girls, while a third explained that he did n't "like girls anyway;" they always made him feel as if his feet and hands were in the way. Certainly, fear of ridicule, a feeling of being at a disadvantage and a lack of common topics of interest are sufficiently potent factors to account for a pronounced avoidance of the circumstances likely to bring them about, and the greater the desire to appear to advantage in eyes of any particular person, the more pronounced is the effect. Girls rarely seem to be able to give any definite reason for their avoidance of the male sex though in the case of younger children it is probable that its source may lie in some forgotten infantile experience. A baby's first experience of the masculine sex outside the immediate family is usually with the physician and frequently under circumstances which leave an impression that such experiences are distinctly things to be avoided.

M., 5. If you attempt to shake hands with him after not seeing him for a few days, he will run away.
M., 5. Went in corner—said yes or no.
F., 6. Always ran away when strangers came.
F., 6. If a boy or man looks at her she will run and if they speak

to her she will cry. Never looks any one in the eye, is confused and troubled in talking with a lady, will play with her fingers and move her feet about.

F., 8. Runs from a boy.

F., 9. Would run from male visitors.

M., 9. When girls came to the house, he would run away. If he could not get out of the house he would go up stairs.

F., 10. Ran away—would not speak.

F., 12. Reciting in public, ran out of the schoolhouse.

M., 13. Ran out of the room to avoid meeting a girl.

M., 14. Always got excused Friday afternoon or else played truant to avoid the speaking of pieces.

F., 12. Will run if she sees any company and if she finds any one looking at her will not raise her eyes for a long time.

Nervous movements and awkwardness are characteristic signs of bashfulness familiar to all; clutching and pulling at the dress, movements of the hands and feet, putting a finger in the mouth and biting the nails are common manifestations of this uncomfortable consciousness of self. Some of these movements become automatic and require considerable effort to break off the habit. Some are so embarrassed at being observed or spoken to that they drop and spill things, become absurdly conscious of hands and feet, stumble against any objects which come in their way, say or do the wrong thing and, as a psychic accompaniment to their various blunders, imagine that every one is observing the whole train of unfortunate occurrences. Children who have any personal peculiarity or disfigurement are especially prone to this form of self-consciousness and to exaggerate their own defects until, in some cases, the situation becomes one of actual torture and a morbid condition may result unless avoided by special consideration in both home and school life. The majority of children simply outgrow the difficulty but its duration can frequently be shortened by careful study of the individual case. Nervous movements as a manifestation of shyness or embarrassments are frequent in young children, but all forms of awkwardness are greatly increased during the early years of adolescence, thirty-eight out of fifty cases being most marked at this period.

Nervous Movements Indicative of Bashfulness.

F., 4. When reciting in public would clutch her dress and pull it up little by little till it was above her knees.

F., 6. Reciting. Pulled up one side of her dress and then the other.

M., 6. Offered a cake. Sidled up with his finger in his mouth.

F., 8. Put her finger in her mouth and walked backwards.

F., 9. Began to move her hands because a stranger looked at her.

M., 12. Called upon to go before the class—moved his hands and feet constantly.

F., 15. Fussed with her handkerchief.

F., 16. A young man called. She stood up most of the time and bit her nails.

M., 18. In the presence of ladies or in a public place, will spread

out his handkerchief to its utmost extent and wipe his face neck and hands.

Awkwardness.

M., 8. If spoken to, tipped his plate over in his lap.
M., 8. Anything that he carries is allowed to fall.
F., 8. Was much troubled by her hands.
F., 9. Had on a new pair of blue gloves. Did not know what to do with her hands.
M., 10. Being watched, pounded his fingers.
F., 10. Dropped a plate she had been asked to bring.
F., 11, 13. Grew so fast that her legs always seemed too long.
M., 14. Scrapes his feet on the floor and rubs his hands together.
F., 14. Her feet were large and she did not seem to know how to manage them. Her hands did not trouble her so much.
M., 14. Knowing that he is observed is likely to stumble.
M., 15. Face gets red, hands are in the way, stumbles over things. If there are visitors at the table usually spills something.
M., 15. Always falls over his feet if he comes in the parlor among strangers. He seems to forget how to talk and has often said "Good-night" when he meant "How do you do."
M., 15. Sure to stub his toe on a stone, to tip over a waterpail, would stumble over a hard word. Dragged his feet when he walked, began to sit down before he got within six feet of his seat. Would make a dive for the seat with his hands and then drag his body the rest of the way.
M., 16. Likely to stumble when entering a room. Would thrust his hands in his pockets, then pull them out and fold his arms. Washed his hands in awkward way.
M., 16. Hands and feet seemed to be separate from his body.
M., 17. Dropped books. Fell into any posts in the way.
F., 18. Hands and feet—clumsy in all ways—hesitates in talking.
F., 18. Servant. Company being present, let the pie slide off the plate on some one's dress.
M., 19. Large and awkward. When he rose to recite would grasp one hand, cross his feet, lean against the desk, stand on one foot and change his position often. Made breaks, always stepping on toes, or bumping against people.
F., 20. When a child always went out when a stranger came. Was very awkward in presence of strangers and often blundered.
M. Banged his feet together when he walked down the aisle; when at the blackboard dropped chalk and eraser; when reading would blush and stammer. Poked his hands in his pockets and shuffled his feet.

Blushing.

Immediate somatic effects of bashfulness include blushing, chills, trembling, disturbances of circulation and respiration and inhibitions of speech, movement, appetite and memory. Very young children do not manifest shyness by blushing. The youngest case mentioned in the present returns was at three years. [1]Darwin mentions two cases of little girls blushing between the ages of two and three. He also quotes Dr. Burgess as authority, that infants do not blush and that it is

[1] Darwin: Expression of the Emotions in Man and Animals.

more common in women than in men. Mr. Partridge[1] in his collection of sixty cases had but two as young as six years. It is more common in the young than in the old but is dependent upon a certain amount of mental development, as it does not occur in infants and idiots rarely blush. Though blushing is indicative of modesty, embarrassment, shame, shyness, and false shame, self attention is, in all cases, the primary and essential element. This is probably first directed to personal appearance as existent in the minds of others and later, perhaps, to moral conduct; shyness depends upon sensitiveness to good or bad opinion of others, especially as regards personal appearance. Blame or ridicule, whether fancied or real, induce blushing more easily than praise. The feeling of being looked at seems of primary importance, and this perhaps is connected with the fact that women blush more easily than men since they are as a rule more sensitive to personal appearance. [2]In this connection it is interesting to note that blind children, even those congenitally blind, blush as readily as other children and from the same causes and are, moreover, quite as sensitive as to personal appearance. This is due to the fact that special attention is given to training them in habits of personal care and neatness. Blushing is a distinctly disagreeable reflex and often accompanied by other reflexes of an unpleasant character, as muscular weakness, trembling, palpitation and indistinctness of vision, probably due to vaso-motor disturbance of the retina. Though the reddening of the skin is usually confined to the skin and upper part of the neck, the whole circulatory system is involved and sensations of heat are often felt over the whole surface of the body. Reactions from these somatic disturbances frequently occur in the form of headaches, sleeplessness, sleeplessness and nervous excitement. Public recitations, vocal or instrumental musical performances, are often a nervous strain upon children, the effect of which is greatly underestimated. Some of the present returns indicate this fact with great clearness.

Bashfulness as Manifested by Blushing and other Somatic Effects.

F., 3. Very uneasy. If looked at would blush and drop her eyes.
F., 4. Twisted her finger, turned her feet, blushed and looked down.
F., 4. Blushed, cast down her eyes—twisted her curls.
M., 4. Very shy for a year then got over it: blushed readily.
F., 5. Very bashful before strangers and those of the opposite sex. Her face grows red and she says the opposite of what she means.
M., 5. Twisted his neck to hide his face, blushing and choking for minutes before he could speak. Diffident with his mother.

[1]G. E. Partridge: Blushing. *Ped. Sem.*, Vol. V, p. 387.
[2]We are indebted to Dr. Anagnos, of the Perkins Institution for the Blind, for the above information.

F., 6. Always looks at the floor, blushes at the slightest thing.

M., 6. When spoken to, blushes up to his hair, looks at the ground while he is talking.

F., 9. When a stranger speaks to her blushes; if she answers, hardly speaks above a whisper.

M., 9. If a girl spoke to him would blush, stammer and drop his eyes.

F., 10. Reciting. Blushed, half smiled, and put her finger in her mouth.

F., 10. First public recitation. Knees shook, cold all over, something came up in her throat, thought she should forget.

F., 12. Went on the platform to speak. Could not see distinctly, knees shook, trembled all over. After she finished and sat down heart beat so hard it almost took her breath.

F., 12. When she had to speak before the school was so bashful and nervous that her knees would hardly hold her up.

M., 14. Was much troubled with what he called the "swallowers" if he sat in a conspicuous place.

F., 14. Tried very hard to be friendly. Her face flushed, her voice trembled, she hesitated and then expressed herself very bluntly.

F., 17. In public performances her limbs would tremble.

M., 16. Stayed in a corner and took no part in the conversation. Only ladies present were his sisters. One of the visitors by asking questions compelled him to talk. He flushed and became very nervous and later had a nervous headache.

F., 16. Face would flush and heart palpitate when spoken to by a stranger.

M., 17. Quite a fine speaker for his age. Says he feels faint and sick when he faces an audience. Blushes painfully and every nerve seems to twitch.

F., adult. A teacher would blush painfully if even a very young pupil from another class entered the room.

F., adult. Often addresses meetings and presides with great dignity. Says it is a great trial. When she stands before her Bible class she is in a dripping perspiration and is not sure of what she says.

M., adult. Witty, graceful and hard to embarrass in the legislature, when asked to make a presentation at a golden wedding in the family, lost his cue, trembled and turned red and pale; finished lamely.

Somatic effects other than blushing closely parallel those observed in fear, trembling, disturbance of circulation and respiration, chills, cold perspiration, dimness of vision, contraction of throat muscles, faintness and nausea all being reported as occurring in greater or less degree. While of more frequent occurrence among children and during adolescence, numerous instances are reported among adults. Cases of stage fright occurring at all ages. Children often suffer from shyness more than is realized and the first day at school is often a trial which tests the child's courage to the utmost. The shy child who takes refuge in silence and inactivity suffers, but the timid child, who with fluttering heart and trembling knees, with tears just ready to burst forth, nevertheless forces himself to attempt what is asked of him, deserves both sympathy and admiration for genuine courage.

Giggling.

This is one of the common forms in which self-consciousness displays itself. It is apparently more frequent in girls than in boys and appears as the reflex of a number of different mental states. Embarrassment, shame, mental bewilderment and nervous excitement, whether painful or pleasurable, find their path of motor discharge in the giggle. Its psychic accompaniments are entirely different from those of hearty laughter, being most frequently of an unpleasant nature and aroused by entirely different antecedents. It is common as an expression of sex bashfulness, arising in this connection from a not wholly unpleasurable embarrassment but generally associated with a vacuity of ideas. In some cases it seems to serve the purpose of filling in the lapses of conversation. With very young children it appears to be merely a nervous reflex of excitement.

M., F., 3-5. Giggled whenever well-dressed visitors came to the kindergarten.

F., 10. Lack of speech, drops her eyelids, nervous laugh.

F. When she feels bashful she laughs. Says the girls in her school all laugh when they are ashamed.

M., 11. When introduced his arm and hand would seem to become nerveless, and he would sidle up to strangers grinning foolishly.

M., 12. Sort of silly smile.

F. Girls at North End, Boston. An elocutionist read the death of Steerforth from David Copperfield. Two-thirds of the girls giggled from beginning to end. They did not understand it and did not know what to do.

Inhibitions of Speech.

These, as an expression of bashfulness, are of frequent occurrence and include inhibitions of both voluntary and involuntary muscles, speech, memory and appetite. Some children speak in very low tones, some only in a whisper, others stammer, develop temporary aphasia, feel the throat constricted, manage to articulate only after repeated effort, and in delicate children this sometimes becomes a neurosis. One girl of fifteen, at sight of a stranger, could neither move nor speak and though the inhibition could be overcome by a strong effort of will, the nervous reaction was so great as to cause headache and sleeplessness. This pathological condition continued for a year.

Cases of *stammering* are rendered much worse by the consciousness of attracting attention from strangers. A bright boy of sixteen was quite unable to prepare for college in the public schools owing to this difficulty, which was so much lessened under private instruction that it became only a slight hindrance and entirely disappeared whenever the boy became absorbed in his work. A temporary development of this species of inhibition often occurs in adolescent boys when in the presence of the opposite sex. Numerous cases are reported of

children whose first day at school was passed in absolute silence or whose vocal efforts were confined to timid and almost inaudible answers to the teachers' questions. An interesting case of speech inhibition occurred in the case of the man who went through with a carefully rehearsed after-dinner speech with all the appropriate gestures without making a sound, his friends uniting in keeping up the illusion. Temporary aphasic conditions, varying from a mere tendency to displace words in a sentence to a complete confusion of words and ideas, are frequent phenomena, though but few cases occur before the beginning of adolescence. Of the three hundred and fourteen cases of bashfulness reported, one hundred and seven involved some form of inhibition of which over fifty were connected with speech.

F., 2½. Threw her arms around her mother's neck and recited in a whisper.

F., 3. Very quiet, would not always answer questions.

M., 3½. When he first saw his aunt would not talk to her.

F., 4. Talked freely till a stranger came in and then was silent.

M., 5. Would not speak, ran to his mother.

F., 5. Would not speak a word to a stranger. Would cry if you even attempted to take her from her grandmother.

M., 6. When he saw so many people refused to speak, but was willing to speak after some of the people had gone.

F., 7. Casts down her eyes, colors violently, fingers her dress, trembles puts her head way over and does not answer at all or in a whisper.

F., 9. Went into a room intending to speak to two boys with whom she used to play. Did not dare speak and went out of the room feeling much ashamed.

F., 10. When she spoke, could be heard with difficulty.

M., 12. Asked to recite. Held his head down, turned red and stammered the answer.

F., 13. Is bashful among strangers. If asked a question will clasp her hands, stretch her arms full length on her lap, put her head on one side, half smile and then feebly answer.

M., 16. Has an impediment in his speech which is made worse by his bashfulness. When walking holds one shoulder up and turns his head to one side.

M., 16. Found it impossible to recite on the stage.

F., 16-30. If spoken to in company could not command voice to reply. Sitting at table was apt to overturn some dish if taken unawares. Did the most absurd things in company.

F., 16. Had to declaim and make some gestures. Thought the class was laughing at her. Her voice trembled and she was unable to finish.

F., 18. Tongue cleaves to the roof of her mouth, makes crooked speeches.

M., 19. When talking to a young lady, turns bright red, stammers, smiles, does n't say much, finally bolts.

Public functions furnish numerous instances of inhibitions of both speech and memory which seem frequently to be connected with the inability to meet the gaze of a number of people. If the eyes are closed or fixed on the floor the inhibition can be over-

come even when this is quite impossible without such relief. An interesting case occurred in a child not three years old, who being embarrassed by the presence of visitors in the kindergarten went through all the various exercises of marching and singing with her eyes tightly closed. This child was under ordinary conditions a very social little being and remarkably spontaneous in all her activities. A boy of two and a half who is very talkative with his friends finds it so difficult to speak to a stranger that when told to say "how do you do," after repeated attempts, succeeds in producing only an almost inaudible whisper but is able to speak quite naturally if he can retire behind his mother or a convenient chair. The child's mental condition in cases of this kind seem analogous to that with which any one who has ever worn a mask is familiar, the sense of being apart from observation as far as one's own personality is concerned giving a quite unaccustomed freedom of speech. Hawthorne makes a dramatic use of this in the carnival scene in the Marble Faun. It is of this peculiar psychological reaction of which the Roman Catholic confessional makes use, the screen interposed between the priest and the penitent rendering confession far easier than would be possible under other circumstances. This same effect is noticeable also in twilight confidences.

So important a part does the *sense of sight* play in self-consciousness there is probably no normal individual who does not experience a sense of discomfort in being *stared at*, and the most fluent public speaker finds his flow of thought and words restricted by the consciousness of an unsympathetic attitude on the part of his audience, even though he may not, like the child, actually "forget his piece."

F., 5. Forgot her piece, hung her head and had to be carried from the platform.

F., 5. Forgot her piece when the people looked at her.

F., 6. Went up on the platform to sing. Made her bow and opened her mouth. When she saw all the people, stopped and dropped her head.

F., 8. Forgot her piece, trembled, turned white, and cried.

F., 8. Forgot her piece. Trembled but did not cry.

F., 8. Knew her piece until she was called on.

F., 10. Became confused.

F., 9-12. Could recite at home but as soon as she saw the people from the platform would forget. After many trials was able to recite well.

F., 11. Had to be prompted when reciting in public.

M., 12. Gets his words mixed up.

F., 19. When asked to recite became confused.

Effects in Eating.

Inhibitions of appetite due to embarrassment in the presence of strangers, while not so common as some of the inhibitory ex-

pressions of bashfulness already mentioned, are yet of comparitively frequent occurrence. Children and adolescents and, in some cases adults, develop a difficulty in swallowing, stop eating and, even though hungry, become so uncomfortable as to refuse food. Children refuse to accept candy from a stranger because unable to overcome shyness sufficiently to approach. Those conscious of a lack of social training become embarrassed and unable to eat in the presence of those whom they feel to have had superior advantages in this respect—unfamiliarity of table appurtenances and unaccustomed formalities of serving exercising an inhibitory effect that quite neutralizes any possible gustatory pleasures under such conditions. A pathological manifestation of this condition occurs in those cases of mental alienation where the subject refuses to eat in the presence of any one.

M., 5. He would not eat before people. Now will not eat if any one looks at him. Will not talk with any one until he has seen them a number of times.
F., 5. Hung her head and clung to a dress. Would not eat.
F., 7. Could not answer easy questions—stopped eating.
F., 8. Very hungry, but would refuse food when offered.
M. Too bashful to take candy offered by a stranger.
M., 17. Ate very little.
F., 18. Refused to go to the table and eat with strangers.

Psycho-physical Inaccuracy.

In addition to the inhibitions already mentioned there are a large number which are partly of the muscular and partly of the mental type. Both children and adults lose precision of movement when closely watched. The accessory muscles lose the effect of training and act irregularly. It not infrequently happens that a musician whose talents are of a high order fails as a public performer because unable to accomplish before an audience what is easily attained in private. Some engravers cannot work well when watched, and children whose gymnastic movements are accurate and rhythmic while in line cannot lead because the consciousness of being watched destroys their rhythm and accuracy of movement. Others become inaccurate in blackboard exercises when a stranger is present although able to do their work quickly and accurately when not observed.

F., 7. Plays well, but when asked to play for company was unable to do so.
F., 8. Could not sew when watched.
F., 12. Did not dare ask to have her seat changed although an open fire caused her to really suffer.
F. Could not lead the line in the gymnasium.
F. Very quiet when boys were present.
M., 16. Will hardly recognize a young lady on the street. Never lifts his hat for fear he will be laughed at.

F. College teacher does not know if her words are spelled correctly when she writes on the blackboard before a class.

F. When asked for coffee poured ice-water, asked for water passed the vinegar. Put salt in the sugar bowl.

Abnormal Boldness.

As the opposite extreme of that development of self-consciousness which is manifested in bashfulness we find impudence. Though in some of its manifestations boldness is undoubtedly a form of showing off and in part developed from the social instinct, it also involves an element of antagonism which in its origin is akin to both fear and anger. This antagonism finds expression in both speech and action and the street gamin furnishes the most complete example of its development. Unfortunately, it is by no means confined to those in whom it has been directly and almost inevitably developed by the struggle for existence. Children in whom the element of self-assertiveness is naturally strong and in whom it has been increased by unwise encouragement of its early manifestations which are perhaps, regarded as "cute," and those who come into frequent conflict with authority to which the child feels itself superior because it has learned that it can be set aside, furnish painful examples of this form of aggressive self-assertion. In some cases it seems to be a result of imitation. Rooted in the social instinct it appears in connection with a feeling of social inferiority to manifest itself in a rude aggressiveness and under opposite conditions in an exaggerated self importance and demand for attention. Manifestations of boldness which develop at adolescence are usually a temporary phenomena and are frequently associated with bashfulness either as alternating with it or an attempt to conceal it.

Examples of Boldness: Speech.

F., 4. Hello —— —— till she was spoken to.

F., 5. To a stranger. "I never saw you before. What is your name? Do you live here? Oh my! I do not like that part of the city? Nobody but poor people live there."

F., 7. "I am Miss Marjorie Montgomery Hough. My father is the Hon. G. Hough of Ewing," or "If you have a little girl you probably have some candy in your pocket, would you mind giving me some?"

F., 10. Had once or twice been given grapes. "I want some grapes to take for my dinner. I want this three quart kettle full."

F., 10. Went into a neighbor's yard and picked flowers having previously gone to the porch and peeped through the glass in the door. Being observed put the flowers behind her and walked into the house. Made a number of bold remarks and told the lady she'd *have* to give something to an organ grinder.

M., 10. To a man of 70. "Good-morning, Mr. Mugwumps Mayor."

M., 11. When a lady said how do you do to him told her to shut up her mouth. A prayer meeting was held at the house and he asked one of the ladies "Why don't you have a prayer meeting at your

house so folks can look at your things?" The other children in the family were well-behaved.

M., 12. "Look out or it will bite you." One of the mink's head boas.

F., 12. Was large of her age. When it was remarked upon said, "I find it very advantageous to be large."

M., 11. When compelled to meet strangers talks in a loud voice, uses slang, throws himself around, escapes as soon as he can.

Action.

M., 3. Would go up to a stranger, make out fight with him. Run up to any dog, pick up a whip and hit him, etc.

M., 5. Goes to the P. O., with his father. Puts his hands in people's pockets.

M. Made faces.

F., 10. At a party, took a chair and seated herself in the middle of the floor. Pretty soon wheeled the chair round and whispered something to each person. Later seated herself in the lap of a young man and attempted to kiss him.

F., 10. Would shout and climb into strangers' laps.

F., 11 Went into a house where she was almost a stranger and without being asked to sit down threw herself into the most comfortable chair in the room. At another time, going out into the yard, she began to pick up fruit, without saying a word to the hostess who stood near.

M., 12. Stares at a person and takes things from her desk.

F., 14. Frequents the streets, stares at people.

F., 14. Was skating on roller skates and a front door being open, she walked into the parlor with her skates on, to the great amazement of the lady. She was a stranger to the lady and told her she thought she would run in see her a while.

F., adult. Many years in society, laughs loudly, talks in a high key, crosses her feet, taps her heels, etc., in presence of strangers, especially, gentlemen. Charming manners when with intimate friends.

In summarizing the results of the present study it appears that the origin of the various phases of showing off may all be traced to the primitive social instinct, the claim for sympathy and recognition, which is innate and underlies all social development, while the various forms of bashfulness are rooted in the conservative instinct, that primitive fear which is one of the earliest developments of the individual and the race. Unsymmetrical development in either direction gives rise to exaggerations and perversions, often directly traceable to immediate environment, while a balance of the two tendencies is required for a normal, healthful development of a character both self-respecting and respecting the claims of others, free from an excess of self-assertion on the one hand and self-depreciation on the other. Both tendencies are useful and necessary and this must be recognizing, even in their most disagreeable and unfortunate manifestations. Bragging is certainly a fault to be guarded against, but the very essence of self-respect lies in the ability to *do* things with an implied reference to other

selves, and position and wealth have their chief value because their lack involves a limitation of the sphere of action and power to execute. Of these values there is a recognition in all bragging—though it may be but dimly felt, rather than a matter of intellectual perception.

Differences of sex, so far as they appear, seem to lie in (1) the superior motor activities of boys, though how far this is due to an inherent sex difference to cumulative effects of environment is uncertain. Boys show off chiefly by exhibitions of muscular activity; girls by dress and accomplishments; boys brag of what they can do, girls of their possessions.

(2) According to the present data, girls are more bashful than boys except toward adolescence, when the reverse seems to be the case.

(3) Blushing is more frequent in girls and awkwardness and aphasic manifestations in boys, and both showing off and bashfulness increase towards adolescence.

(4) Health has a marked influence, the tendency to show off being most marked in strong vigorous children and timidity and bashfulness in those of nervous temperament and weak muscular development.

I. Genetically, the ostensive consciousness of the gifts of nature and heredity seems to come early. Of most of these, girls are more conscious. They discuss with others and with themselves and display to best effect their eyes in color, size, expression, movement; their hair, its abundance, its color, etc.; their complexion, teeth, form, dimples, and study to show or conceal in most effective ways the forms of this most ancient wealth and worth which comes of breeding, blood and family. They earliest in life and most are conscious of their ancestors, parents, relatives, etc., and this normally, because their bodies and souls are better organs of heredity than man's.

II. Perhaps next, genetically, belong feats and stunts, especially the cruder ones of strength and fleetness. Here boys lead and are most persistent in seeking recognition. Their biceps, their athletic record, and especially their bodily achievements become objects of intense self-consciousness, so that they are more liable to be injured by too great attention from others. True to man's pedigree, because in primitive society the strongest was chief, they seek not only leadership but distinction and victory. How easily the intense blaze of public attention focused upon the products of this instinct becomes injurious, is now abundantly seen.

III. Daring, although a topic by itself, perhaps best belongs here. Aristotle long ago pointed out that true courage was the mean between foolhardiness and cowardice. If the former could be made as much a matter of reproach as the latter, it would be

well. The instinct of courage wrongly directed, impulsions suddenly appealed to by suggestion, and the list of risks and calamities in boy life due to crude and ignorant challenges of courage, show that foolhardiness is often an insanity or form of mental arrest and defect which is, however, susceptible of easy and early remedy, caution being the normal form of maturity. Probably the best practical pedagogic method of dealing with this disease would be a larger collection of cases, like ours, with appropriate comments to all classes of boys.

IV. Dress, which some anthropologists tell us began with tattooing as clothes etched on, has a rich psychology all its own. Its ornamental, decorative function, however, chiefly concerns us here. Very challenging is the homology between the dress, which nature provides for animals by an organic function, and that which man by the psychic function which Schleiermacher was so fond of paralleling with the original, provides for himself. Here we see in childhood, as in all other respects, human nature with the lid off, and realize what a long travail of soul is necessary for the development of good and correct taste, between loudness and dandyism on the one hand and excessive plainness and meanness on the other, suitably adjusted to station and wealth. The profound influence of dress on behavior is now giving it a place in our systematic treatises on ethics, with suggestions that the world needs at least two grades, one for common and the other for uncommon occasions, sufficiently diverse that the difference be fully felt. That not merely the quality of goods and cut but that their rigidity or softness has much influence upon conduct, upon spirits, and even circulation, respiration and digestion, is plain, and the maxim often advocated of so dressing wherever one is as to be utterly unconscious of dress is probably an unpedagogical even more than it is an impossible situation.

V. The products of training on the finer accessory muscles and movements are almost a class by themselves for our purpose. Imitations on the part of children and the young are often a form of flattery that is abject and gross. Here girls are more plastic than boys, more apt in putting on and off vivacity, languishing moods, drawling speech, fine ladyism, superior ways, accents and airs of many kinds; their penmanship, pronunciation, choice of words and style are all subject to affectation; they are prim, precise, easy, indolent, mincing, boisterous, and readily fall into acting roles. Manners are, of course, minor morals and should be from within outward and not products of external environment. They belong intrinsically to character and are normally the physiological economies of expressing the higher and better sentiments.

Here, too, great attention is needed, especially at the age when various styles are successively borrowed and put on and off until one is found that fits with sufficient adjustment.

VI. To still another category belong skills, accomplishments, special attainments in the arts or in knowledge. Fake achievements here are so easily recognized that, although there have been great historic impostors since Anoteichus, detection is easy and sure. Experience of travel and seeing men, women and the world, is still harder to counterfeit.

VII. The bragging, boastful lie is a psychosis by itself which has of late been somewhat treated in the literature of abnormal and border land psychology. Here the truth is left behind and the mind Munchausenizes in the field of romance, heroics and the imagination. Ruse and deception are only the foreschool to this form of self inflation. One of the most interesting groups of slang words has for its function the puncturing of these bubbles, which childhood and youth have a keen sense for and subject to summary treatment in often vulgar terms. The evil of this habit is that it destroys just and true self knowledge. That it is very directly connected with impudence in conduct seems unlikely. The latter is aggressive, defiant, and not necessarily pretentious, and is motivated sometimes by a stinging sense of inferiority or by malevolence.

Some of our data suggest that inferiority and bashfulness in some cases may go with ostentatious conduct in directions of excess. This, however, seems to be exceptional and confined to abnormal natures. The philosophic and the scientific man has a deep and basal desire to bring seeming and being into complete coincidence, at least in most of the realms of life. He would scorn to be admired for excellencies which he did not possess, but demands recognition for real virtues. Perhaps, as a recent writer concludes,[1] falsehood tends to develop in proportion as society becomes complex and its evil is that it dwarfs the generous æsthetic and social sentiments, and leads to profound dissociation. Youth certainly needs some oscillation between the extremes of repression, which prompts to retirement, and encouragement, which brings praise. The ideal of a development made normal chiefly by inattention and studied neglect in order to avoid self-consciousness is certainly mistaken, but as in every other problem involving the education of our deeper moral nature, treatment here must be individual and based upon careful individual study. Here children cannot be educated uniformly or in masses. The profound importance of attention to this aspect of training would seem to admit of no question.

[1] Le Mensonge: G. L. Duprat, Paris, 1903. p. 183.

The chief danger of both the instinct to show off and of bashfulness is that it inclines the child to abdication of its own true nature and leads to that kind of self-consciousness which is really better termed consciousness of others. The tendency of both, especially of the former, is toward a type recognized by recent writers in characterology from Metrile to Ribèry[1] as amorphous and unstable. To live in another's eye which is the best index of attention, to be noticed, watched, judged and interpreted, especially by adults, tends to cause two results. First, previous activities are checked, and secondly, new ones of a different kind or intensity are incited. The retiring child, who is often sickly, a little undervitalized, or else without social experience, more often from the country, sometimes loses control over its muscles. Respiration, circulation, eating and swallowing, speech, common industries like sewing, ciphering, etc., lose precision and are perhaps more or less inhibited. Bashfulness is a form of fear, and the tendency is towards cataplexy. Along with arrest of the movements intended, automatisms like giggling, chewing the nails, twisting the hair or clothes, writhing, trembling, and awkwardness in its many forms, where the fundamental movements are exaggerated as the accessory are reduced, appear. The sense of being observed more closely than usual or by strangers or numbers of people, is paralyzing to the higher and may bring out primordial activities like crying, hiding, etc. All these effects are greatly heightened not only if the child has been unusually alone or neglected, but if observation of its acts has generally been associated with disapproval, failure, defect, or has led to ridicule.

On the other hand, if the endeavors to attract the regard of others have been successful and their judgment has been favorable, a passion may be developed for artificial conduct and affected ways. Ostentatious and inopportune demands are made upon adult attention, or the parent's interest in the child lapses perhaps to *Affenliebe*. The child is flattered, smiled at approvingly; its performances are thought cute, cunning, or smart; it become a toy, doll, puppet, or manikin for the amusement of adults. Its conduct is for their delectation, and thus the child's life is more or less edited from a maturer standpoint and it becomes a poser and attitudinizer, and its individuality remains undeveloped. Character lacks heart and soul and becomes hollow, pretentious and dramatic. Of the two extremes, the latter is more dangerous. Socrates praised modesty as not only one of the chief adornments, but also as one of the best signs of normality and of later develop-

[1] Essai de Classification Naturelle des Charactères. Paris, 1902. p. 156.

ment in youth, because it involved at least a realization of something yet above and beyond to be attained. Only children and those reared in the city are more prone to the worst extreme. Of course the chief desideratum is that children should essentially live out their own lives and develop a normal personality independently of adults and others sufficient to realize the stages of growth and not sacrifice any stage of life to a later, or model it too much on alien or mature patterns. Only thus can they remain unspoiled, and only thus will they develop a personality of their own which is substantial and which will be the basis of just confidence and due self assertion.

The differences between girls and boys, suggested in this study, present interesting problems. Why is it that, while boys in general are more prone to the overt forms of showing off, they incline in early adolescence a little toward modesty, and girls, usually a little more retiring at this period, now become less so? This, we believe, connected with the larger problem why the human female, if not indeed as many claim intrinsically more beautiful than the male, certainly makes herself more attractive and takes far more pains to please than he, while in most forms of animal life the female is duller in hue, less ornamented by secondary sexual qualities, and more retiring? To answer that this is due to the fact that in the human world man makes the advances and all women wish to attract proposals is superficial. It may be in part due to difference of social environment. But the reason we suggest lies deeper. If we assume that the family once consisted of the mother and children and that the domestication of feral man and his reclamation from roving loves is one of the great achievements of woman, this apparent reversal in the human world of the law that exists among animals admits of ready explanation. Maternity costs more as we ascend the scale as human infancy is prolonged, so that there was a great and growing need of the development of man into true fatherhood for defence and support. Woman, therefore, must have had courtship proclivities for a prolonged period after as well as before motherhood. Her endeavor was to hold men by her own attractions to their duties and responsibilities in the long ages that preceded marriage which clenched these obligations. Thus the effects of the females protracted ancestral endeavors to be attractive and to bring the male into the family circle to which instinct the home owes its origin, have magnified this function. The effects of a primeval desire of the mother to hold are now added perhaps by tachygenesis to the maiden's desire to win him. If this be correct, modern woman's wish to please is the survival of a not yet spent momentum of her culminating achievement

in the great work of domestication in the past. Of course, in general, her results are achieved in the somewhat more indirect field of attention than those of men. Her circle is smaller, and her methods are often to accomplish results by using men as instruments.

In general, self exhibition is one form of the expansion of the ego due to the momentum of growth, which in the psychic field impels every youth, more or less, to attempt all that is possible for man and to exploit the will to live to the uttermost. Our data on these instincts at adolescenee suggest that both are intensified then. This we should expect from the well-known fact that in both bodily and mental development, individual differences are suddenly and very greatly accentuated. The interval between the strong and weak, the dull and bright, suddenly becomes far greater than it was before. This of itself impresses upon each individual that he has some rank in a scale, generally with some above and others below, and he is eager to know his place here. There is a new sense of passing some kind of unwritten examination in nature's school and a new rivalry to stand high and not low upon some of these multiplying and lengthening scales. The chief changes here at this age, however, are that these propensities to excel have a new polarization in sex. Each sex feels itself being rated by the other, and the stimulus is different and in many respects, and probably on the whole in all, stronger at least for a number of years than the stimulus which comes from the judgments of others of the same sex. This is a very primordial quality and is far too large a chapter in the psychology of not only courting but fighting to be more than alluded to here.

Insects and still more birds compete; are dressed by nature in more brilliant hues, and take a new interest in displaying charm of color or form. Male wasps, butterflies, moths, fishes, frogs, and snakes abundantly illustrate all this. Birds acquire and inflate their wattles, sing, tumble, strut, balz, rattle, slur and pout at the beginning of the breeding season. Primitive man is tattooed, removes hair or teeth, undergoes mutilations, wears ornaments, etc., with the same instinct.[1]

This instinct in man has played in the past and still plays an enormous and probably not adequately recognized role. There are men and women whose manner, bearing, voice and whole nature undergo immediate and sudden transformation in the presence of the other sex. Each should thus be inspired both to be, do, think and feel their best. But just as with the relation of children to adults, the chief virtue of these influences is to be found midway between extremes. Naturally,

[1] See Scott: Sex and Art. *Am. Jour. of Psy.*, Vol. VII.

each supplements and complements the nature of the other. Each is constantly passing the other's examination or preparing to do so. Each has in a very large measure indeed made the other. But the fuller treatment of this topic belongs elsewhere.

Finally, in this and in every other genetic study involving feeling, emotion, or sentiment, published or under way here, we are impressed by the paucity or aridity of the literature. We have found some specific aid in Darwin, a little in Ribot, Stout, Wundt, and a few others, but copious as has been the psychological and æsthetic writing on these subjects it is mostly too abstract to be of scientific value or interest for our purposes. There are abundant discussions of whether pain is a sensation itself or a quality of sensation, whether all forms of pain are identical or whether there are many pains, whether there is a neutral state between, toned by neither, whether there are pure states of feeling devoid of intellectual elements, which are the primordial feelings and which are secondary or derived, whether the Lange-James theory is true or false, etc. There is no apparent probability that if one could command all the data in the world and work a lifetime in the laboratory or clinic under the most favorable conditions, one of any of the ancient scholastic logomachies, of which the above are random samples, could be solved, nor is it probable that any one can even prepare a crucial experiment. Most of them are surds that charm only disputative, literary or speculative minds and repel the real investigator, who is chiefly attracted by problems that in the present state of human knowledge admit of solution rather than in those that preclude it.

Thus, meager as our data for this study are and readily capable of great enlargement and enrichment, we find more of value in them as they stand than in all the books. The easy chair psychologist condemns all such matter as ours as merely descriptive. Such indeed it is if this term include observation and fresh first hand data as it exists in the richest of all quarries for such psychic facts. They jostle the systems and definitions, show spacious voids. But now in this field the only hope of progress is to turn again to nature and life and gather abundant material and make confession, harder than passing the needle's eye to those already committed to printed solutions, that, many of the questions we have striven to answer are artifacts; that even the problems must be restated, that in reality we are at the beginning, not at the end, of the matter; that the best work here is yet all to be done, and that we are only now just discovering and mapping the field as it really lies and have hardly begun to sink our first shafts, and to make trialette, rough drafts of it fit and adequate to yield best results

at some unknown period in the future. Moral education and all best and most economic training of the heart and to some extent of the will must wait till we know each sentiment broadly, deeply and in detail, for then only can we teach how to fear, pity, be angry, love, etc., aright, for in this all such discipline, whether of individuals, classes, races, essentially consists. What has the psychology of the present taught us of all this?

The causes of these defects and errors are not hard to see. First, in our day and civilization the hot life of feeling is remote and decadent. Culture represses, and intellect saps its root. The very word passion is becoming obsolete in psychological literature, which in this field elementarizes, repeats, is pedantic, or affectedly didactic. The life of feeling has its prime in youth and we are prematurely old and too often senile in heart. What does the psychologist of the study know of hate that makes men mad or bestial, of love that is not only uncalculating but is stronger than life, of fear that shakes the pulses, and courage that faces death in its cruelest forms unflinchingly, of the wager of battle where men fight beasts or each other with teeth and knives and spitting revolvers, of torture, of joy that threatens sanity? Our sensibilities are refined, our experiences serene and regular, we are salaried, protected, our very philosophy as well as our religion suppresses and looks with Platonic contempt, even upon enthusiasm, even in matters of the cold reason. We have experienced no soul-quaking reconstruction of our inner nature like Paul, Augustine, Luther, and we are anemic and more prone to deny than to believe, to speculate than to do, turn to novels and the theater, for catharses of our emotions. Our sentiments are over subtilized, sophisticated, and reduced to puny reactions to music and art that are nine parts criticism and one part sympathetic appreciation. What we have felt is second hand, bookish, shopworn, and the heart is parched and bankrupt. We can hardly keep alive even the hearty and frank jealousies, aversions and sympathies which our own divergent theories, ought to cause, as if our deeper soul felt their inanity, and so the stagnation that healthful controversies and polemics prevent slowly supervenes. In fact mind and life are one and inseparable, and we lack fullness of soul because we are undervitalized.

Happily, for our craft, the child appears at the truly psychological moment, freighted as it is, body and soul, with reminiscences of what we were so fast losing. It is abandoned to joy, grief, passion, fear and rage. It is bashful, shows off, weeps, laughs,, desires, is curious, eager, regrets, and swells with passion, not knowing that these last two are especially

outlawed by our guild. There is color in its soul, brilliant, livid, loud. Its heart is yet young, fresh, fiery and in its golden age. Despite our lessening fecundity, our over-schooling, city-fication and spoiling, the affectations we instill and the repressions we practice, they are still the light and hope of the world and especially to us, who would know more of the soul of man and would penetrate to its deeper strata and study its origins. Yet back of them, too, lies the great animal world, where often each species seems essentially but a simple feeling-instinct embodied. Soul is homogeneous through all the souls of animal life, differing chiefly in degree and proportion. We can know the body only by way of the soul, and the soul only through the body. There are just as many types of vitality as of mind and *vice versa*. *Nemo psychologous nisi biologus.* The carnivora's cruelty, the rabbit's timidity, the peacock's ostentation, and a true science of character that goes beyond eye, ear and motor-mindedness, or activity and passivity, cannot dispense with the deeper, older and more fixed thumic elements or binary or at most ternary compounds that were matured and compacted before man arose. But our work here is yet to be done.

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A STUDY OF THE FAULTS OF CHILDREN.

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The problem which pedagogical pathology presents of tracing the faults of children to their source and showing their psychological causes has only lately been attacked. The subject of human faults, however, has always been a theme for prolific discussion on the part of theologians and of philosophical and pedagogical writers. The prevailing view in times past being that faults were the evidence of original sin, this thought found expression in religious creeds, and traces of it are still in evidence as distinct survivals in the popular attitude towards these various phenomena of childhood. Furthermore this view has been especially fruitful in giving teachers a faulty apperception of children.

No attempt at a systematic treatment of faults was made until recent times. The publication in 1890 of Prof. Ludwig Struempell's "Die Paedagogische Pathologie"[1] was the first extensive treatment of the subject and it has inspired a copious literature by his disciples. This work merits attention chiefly for its historic interest, and because it first made prominent an important field of work in which many German scientists are now engaged. Struempell was a follower of Herbart. He accepted in its essentials his system of philosophy and psychology and based his work on its principles. The pedagogy of Herbart possesses much of value, but his psychology is obsolete. Struempell's attempt, therefore, to account for the faults of children by basing them on such arid speculations can have little value for science. Much more to the point are the contributions of such men as Kraepelin, Demoor, Baur and others; and of Ufer and Trueper and their contributors in the publication "Die Kinderfehler." In the solution of these problems science must consider all the evidence in the psychology of abnormal types, from medicine, penology and pedagogy. The recent advancement in these departments of knowledge now makes such a study possible. It is a work which must be done by many men and its accomplishment will bring closer agreement as to what constitutes faults and defects in children.

[1] Die Pädagogische Pathologie oder die Lehre von den Fehlern der Kinder. I. Aufl. Leipsig, 1890.

At present one is impressed by the very divergent views of the various writers on the subject.

From reading the pedagogical literature of the German writers of the past century, Professor Struempell found mentioned 314 faults, or words used to designate faults; and these he classified according to his philosophical scheme. A more careful search by his pupil, Koezle,[1] brought to light more than nine hundred different faults so-named of children. Have children so many faults? The mere naming of faults, much more a classification of them, implies some standard of comparison. Have we a true unconditioned norm which will enable us to recognize faults and defects and to estimate their importance? It seems to the writer that an absolute standard is out of the question. Even on the physical side this has not been reached. The measurements by Dr. Porter of 33,500 children in the St. Louis schools and those by Dr. Boas on children in Worcester and by others, notably Dr. Christopher in the Chicago schools, indicate how intangible a quantity is even a physical norm. In pedagogical pathology it could be only an abstraction as the phenomena in this field exhibit so wide a range. Even in the so-called normal all shades of variation exist; most eyes are astigmatic to some extent, yet astigmatism is not regarded as a defect below a certain point. A child may be slow to respond in the mental world or may lie and yet be neither feeble minded nor a moral imbecile. No line of demarcation exists between the faults of children in the schoolroom and the graver phenomena seen in the distinctively pathological cases. Crimes are faults writ large, and idiocy but the extreme of dullness. The schools, however, are not concerned with the abnormal cases of an extreme type. These are cared for in State institutions by more or less appropriate methods. It is the task of the pedagogical pathologist to throw light on the doubtful cases which lie in a wide-reaching borderland and to delimit the range of variation.

In the light of the above we must emphasize the relativity of the norm. Avoiding any attempt at strict definition we may, perhaps, regard that as normal which permits of a development advantageous for the race or the individual; while deviations from the norm would be a lack of biological or sociological adjustment to environment. In this view only those phenomena and tendencies of childhood are abnormal or faulty which are serious enough to interfere with development into good citizenship.

This paper is preliminary to a more searching study of faults.

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[1] Die pädagogische Pathologie in der Erziehungs. kunde des 19. Jahr. hunderts. Gütersloh, 1893.

Its purpose is to show just what traits of children are given the name of faults and what degree of seriousness is attached to each. There will be presented in it the results of (1) A study of the faults of children as seen by teachers in the schoolroom.

(2) The faults of children as seen by children.

(3) A partially successful attempt to ascertain what are the faults of children from the standpoint of parents.

I.

Children's Faults as seen by Teachers.

In view of the fact that no objective study of the faults of children from the point of view of the schoolroom has ever been made, so far as the writer is aware, it seemed worth while to ascertain just what teachers consider faults in children. The assistance of several prominent superintendents of the country was enlisted. Among them Supt. Kendall, of Indianapolis, Ind.; Supt. Balliet, of Springfield, Mass.; Supt. Johnson of Andover, Mass.; Supt. Spaulding of Passaic, N. J.; Supt. Whitcomb of Lowell, Mass., and Supt. Tarbell of Providence, R. I. Their teachers were asked to mention those faults and defects of children which were the greatest obstacles to them in their school work, and to give the essential characteristics of each. They were also asked to describe striking cases of any of these. 402 teachers responded to the request. Some of them simply mentioned the worst faults of children, or those that gave most trouble; others wrote at great length and contributed excellent studies of special cases. Below is given the tabulation of the faults named and the number of times each is mentioned. The grouping of the faults may appear arbitrary, but was determined not only from the terms used but also from the meaning expressed in the answers so far as it could be ascertained.

Faults and Defects Named by Teachers.

		Times named.
1.	Inattention, 154; Lack of Concentration, 141; Lack of application, 38,	333
2.	Defects of Eyes, Ears, Nose and Speech producing inattention,	61
3.	Carelessness in observation and Mental Slovenliness,	73
4.	Indifference, Lack of Interest in study, No Ambition to Work, No Appreciation of Opportunity, Looking forward to being Fourteen, Distaste for Uninteresting Work and desire to shirk it, Wanting to be Amused, Helped to Death, etc.,	74
5.	Lack of Honor, Lack of Moral and Intellectual Standards,	52
6.	Lack of Self-reliance, Dependence on others, No power of Initiative, Lack of Confidence in themselves and their work,	48

7.	Laziness, Indolence, Procrastination, Lack of Mental Energy,	39
8.	Dreamy Listlessness, Abstraction, Absent-mindedness, Sleepiness, etc.,	20
9.	Lack of Vitality from various causes: from poor health, overwork out of school, insufficient sleep and food, bodily abuse, cigarette smoking, etc.,	30
10.	Nervousness and Lack of Steadiness from excessive use of tobacco, etc., Restlessness—mental and physical,	53
11.	Heedlessness, Thoughtlessness, Impulsive Speaking, Lack of self-control,	55
12.	Mental Incapacity—under many names: Lack of power to Reason or to think, Lack of Comprehension, Lack of visualizing power or perceptive power, Lack of Mental Grasp, Lack of Brains, Inability to sift out the important point or to gain the thought from the printed page, Stupidity, Dullness,	78
13.	Poor Memory, Inability to retain facts taught, etc.,	23
14.	Inability to Express Thought,	15

Faults—Egoistic and Relating to Conduct.

15.	Lack of Consideration for others, Desire to Rule, Willfulness, Stubbornness, Rudeness, Selfishness, Impertinence, Teasing, Quarrelsomeness,	69
16.	Disobedience, Disregard for Law and Authority, etc.,	45
17.	Lack of Home Training, Lack of Harmony between the Home and the School, Increase of Hoodlumism,	35
18.	Untruthfulness,	53
19.	Stealing,	6
20.	Whispering,	11
21.	Tardiness,	4

Besides the above many others, given below, were named from one to six times. Most of them could have been classified under some of the above heads: Vanity and affectation, jealousy, untidiness, cruelty, swearing, desire to imitate, meddling with neighbor's business, some children too young to receive the work, variation in the ability of children, laughing and making others laugh, wrong idea of success, over-wrought imaginations, vandalism, harsh voices, lack of imagination, non-critical attitude, taking on authority, reforming the chilren's language, blaming others for faults, mischievousness, snobbishness, dislike of school, raising hand when unable to give an answer, grumbling, telling tales, boasting, diffidence, inquisitiveness. Several of these groups, with some remarks of explanation are given separately below. A number of the teachers' expressions characterizing the faults are also quoted. These extracts may seem unduly multiplied, but they are so vibrant with the life of the schoolroom that no better composite picture of schoolroom conditions can be gained than from their perusal:

Inattention. The worst fault of children, as teachers view it, is, by an overwhelming vote, inattention or lack of con-

centration. The number in the table opposite this group, however, is somewhat misleading. In several cases teachers evidently did not regard inattention and lack of concentration as the same trait and gave both. This preponderance appeared uniformly in the returns from every city contributing. An explanation of the reasons for the frequency with which this trait is mentioned involves a knowledge of the psychology of teachers as well as of children. Without reference at this point, however, to the question whether the teachers calling inattention, and some other traits, faults, convict themselves of ignorance of child development, let us very briefly review the psychology of attention for the light it throws upon the subject.

Attention may be regarded as a certain aspect of the stream of consciousness. It is best taken as a narrower term rather than made identical with consciousness. The range or grasp of attention is limited. After the helpful analogy of vision—we are attentive to that which is focal and more or less inattentive to that which is in the margin of consciousness. A momentary spurt or pulse of attention in one direction leaves little energy of consciousness for other things. The monoideistic character of attention seems more marked in children. I know a case of a young girl who, when using the telephone, is utterly oblivious of all that goes on about her; her attention cannot at that time be diverted even by loud shouting.

The forms of attention of importance here are (1) natural or passive and (2) voluntary, active or acquired attention. The attention of young children and animals is almost exclusively of the first sort. It is easily captured by loud sounds and bright lights, but most easily of all by moving objects. The significance of attention to movement, as of attention in general, is to be interpreted in relation to the struggle for existence: through far reaching ages of primitive life it was essential to every creature to have an eye out for the moving object. To many animals it was and still is a condition of life, as existence itself depended upon giving the moving object a correct interpretation. It was hence essential that it be brought into the field of clearest vision; the reflex reaction to movement in the eye was thus established through stern necessity and still persists. Noting the tendency of children to give only passive attention Professor James[1] says "The child will always attend more to what a teacher does than to what the same teacher says. During the performance of experiments, or while the teacher is drawing on the blackboard the children are tranquil and absorbed." When the explanation begins attention takes its flight to the next most attractive object.

[1] Talks to Teachers, p. 92.

The child comes into the world with an imperfectly developed nervous system. His mental life begins at zero. By contact with the world, through the stimulation of his sense organs, there is gradually built up a body of knowledge which enables him to fit in, more or less closely, to environment. His nervous system is fashioned to respond to external excitations, and for several years development is dependent on what comes through sensory channels.

The passive sort of mental reaction corresponds, according to Professor Wundt, to a simple impulsive act following a single motive, a simple perception or idea; while the active form of attention corresponds to a complex voluntary act and involves a conflict of motives and the exercise of volition. The purpose of education is to train to power of attending actively. It is only possible when there has been passive attention. Herein lies the difficulty of the teacher's problem: to gain for the relatively uninteresting ideas of the school subjects a proportionate share of the child's conscious energy in competition with the large mass of ideas instinctively appealing to him. In the first years of life very little is possible; to use an old figure the mind is like the butterfly, the creature of incessant change. This is the inattentive state so troublesome to teachers in its various forms. "The worst form of inattention, sometimes called distraction, is characteristic of those people whose intelligence," in the words of Ribot,[1] "is unable to fix itself with any degree of persistence and who pass incessantly from one idea to another at the mercy of their most transient whims, or of any trifling events in their surroundings. It is a perpetual state of inability and dispersion which is the very reverse of attention. It is frequently met with in children and in women." From their very nature this must to some degree be true of most children. Indeed Compayre says that "In one sense we might say without paradox that the child's attention is only perpetual distraction."

Aside from cases of unusual distraction, therefore, the character of the trait under discussion is to be regarded as perfectly normal, and due simply to the reaction of an immature nervous system in the presence of a world of sense objects. The nature of the trait is plainly seen from the extracts below.

The greatest fault is a lack of concentration on what they are doing.

Lack of concentration impedes the progress of my school more than any other defect.

From my experience I would say inattention to study, caused by giving attention to little things happening around them, is the greatest obstacle.

Among faults the greatest is lack of concentration in both listening and studying.

[1] Th. Ribot: The Psychology of Attention, p. 72.

A lack of power of mental application, causing the child's attention to be constantly shifting, is the chief obstacle I meet.

Inability to concentrate attention for very long. Shown by becoming tired or restless.

A lack of the power of concentration, as shown by the inability to grasp and hold the essential points of an explanation carefully made.

When information is given I find the child's mind wandering, his fingers playing, and again and again must the same thing be repeated before the child grasps what is being given.

Many are inattentive to all directions and rules, and excuse their wrong doing by saying "I didn't hear you say so," "I don't know the place," etc.

The master of a high school says, "the defects and faults which I observe to be most general and prevalent, are of a mental rather than physical nature, and consist of weakness of attention approaching nearly to deafness, and a superfluity of shadowy and imperfect concepts."

Lack of power to concentrate. This results often in a pupil reciting on another point than the one in question. It is also shown by a quick shifting of the child's mind to trifles in his surroundings. Again it is shown in a lack of attention to the work of other pupils in the recitation.

Many reasons are assigned to account for the alleged inattention. A few are seen from the quotations which follow:

Inattention. They will listen only if lesson is very interesting—something out of the ordinary. They want to be amused most of the time.

My pupils are first and second grade pupils and quite young. I find that some are so absorbed in play that it renders them inattentive.

It is due to absorption in too many outside interests.

A slight noise or movement is sufficient to attract them from work. Nervousness is the cause in some cases.

They seem to have cultivated the habit of entertaining themselves with the things around them or lapsing into oblivion.

Inattention in class is sometimes due to the spirit of willful mischief, but more often due to (1) indifference, (2) to mental or physical exhaustion, (3) to inability to grasp subject under discussion.

The first is characteristic of those pupils who are in school against their wills or who know that they are to leave soon. The second is found among pupils who have a good many studies and a limited amount of brain power, and those who have many interests besides school work, especially those who work afternoons and evenings, and those who have many social duties to perform. The third is due sometimes to lack of mental power; sometimes to poor training or lack of foundation in lower grades.

Inattention is the greatest obstacle to effective work in my school. This is not because of indifference on the part of the children but on account of deeper reasons. The location of the school in the business part of town brings many distractions and the crowded curriculum adds confusion.

Special interests may serve to draw the attention as in the following case, cited by a correspondent who says, "many cases could be cited of inattention in young children caused by interest in clothing." An example is given of a five-year-old child who was greatly interested in dress and styles. Her mother was found to have as her chief interest the elaborate dressing of the child.

Of the many special cases furnished by my correspondents a few may be profitably cited.

"One case of inattention in my experience was a girl, aged nine, in good health, who could not concentrate her attention for more than three minutes at a time, and never knew anything that was going on in class. I questioned her several times and found out she had to be up early in the morning to help her mother and also to care for the baby before she came to school, and the result was the child was tired before her work in school began."

"A case of inattention, boy, eight years old, 1 B grade, stout looking child. Has been out some for illness. Child sounds a word. I say in ordinary tone "what is the word?" No answer. Same procedure gone through with several times with no better result, only a vacant stare or a word entirely wrong. Finally with higher pitched voice and very decided tone I demand the word. He starts as if from a dream and says the right word. Does learn when aroused and retains, but seems to learn only in an excitement. I have concluded that he has been talked to but very little and when asked a question has not been pressed for an answer.

Sense Defects.

Many of the replies naming these as the greatest obstacles are in place here as showing how they cause inattention.

The greatest defects I find in my school children are poor eyesight and deafness, these leading to inattention and carelessness.

Defective hearing is an obstacle because it is often the cause of the inattention. Pupils are often blamed for inattention when they cannot hear what is being said.

Defective eyesight is often the cause of idleness. A child cannot see the work on the board and, consequently, idles away his time.

Deafness makes them inattentive, for even if they hear the teacher they cannot always hear the children. I have found these children stubborn.

Defects of Various Kinds.

I think the greatest obstacles to both teacher and pupil are defects in a pupil's sight or hearing, where the pupil, teacher and parent are ignorant of the defect. Defect of sight makes a pupil appear careless and defect of hearing inattentive.

Among the physical defects that are a hindrance to successful school work are poor eyesight and poor hearing. The children with defective sight must strain themselves to see the work on the board, and work at their lessons with curved shoulders and lowered head. Those with poor hearing are slow to respond, and are not nearly so alert as the others.

The greatest obstacle to me in my school work has been the lack on the part of a great number of children of the possession of essential knowledge, which should have been gained through keen sense-perceptions, owing chiefly to physical defect of the children.

In poorly ventilated homes where method and order are not known, we find children with weak bodies, minds not controlled and hence very inattentive. In this physical defect the food given them plays no little part.

Lack of vitality apparently caused by not enough sleep and not having proper food.

Those children who are so deaf that they are not able to hear all that is said in the school conversation, and thus require a special effort from the teacher and other pupils.

Overwork out of school hours. In girls from preparing meals, minding baby, washing dishes, running errands, carrying parents

meals to mill, etc. In boys from carrying parents' meals to mill, running errands, selling papers, etc.

These cases show a large number of exciting causes, for the inattention noted, which could be added to almost indefinitely. Consideration of the subject convinces one that while the trait may be the result of defects, it is in itself not a fault. It is often, indeed, nature's protection against undue strain of the nervous system. In large measure it is the inattention of self defense to escape the abnormal grind of the schoolroom. Every investigation of the effect of school work upon the child indicates that a condition of fatigue is produced after even a brief period of mental labor. The curve of fatigue will vary with the kind of work, the time of day, etc. The inattention to the teacher's instruction will, perhaps, vary with the state of fatigue.

Carelessness in Observation, and Mental Slovenliness.

Judging from the replies of the teachers this trait seems closely related to that of inattention. It is perhaps a difference of emphasis, the teachers having in mind the effect on the school work rather than the mental attitude itself.

Since carelessness is so nearly the analogue of inattention, much that was said under that head applies here; thus it is for the most part in young children not a fault but a natural condition which it is the purpose of education to change. Children are born careless. The young of most animals come into the world well equipped with helpful instincts, and relatively little training from the parents is necessary. The human infant is extremely dependent. The advantages of the long period of infancy in the child, gives opportunity for training to a life of carefulness and responsibility, but there is danger that the system of education may prove inadequate to the task. On the virgin soil of the child's nervous system is to be developed a hierarchy of habits of greater complexity than that of any other animal. Here lies the problem of the home and school.

The greatest fault I have had to contend with is carelessness. I find children careless readers, listeners and writers. For example, I gave this problem to a fourth year school: "If one pipe can fill a cistern in twenty-eight hours how long will it take four such pipes to fill it?" Many of the answers read like this, "It will take four men seven hours to do the work." "It takes four such pipes seven hours to be filled." "It takes seven hours to fill the pipes." "It takes seven hours to fill four cisterns," etc.

Children are inaccurate in what they write. They fail to express clear thought on paper. In telling of Hiawatha's home the child may say "Hiawatha lived in a wigwam with three poles and a deerskin thrown around them."

Many do not observe carefully out of the school or in it. Their attention must be called to every interesting or important fact instead of learning to notice for themselves.

The greatest obstacles in my work as a teacher have been the tendency of children to inaccuracy of thought and expression and their failure to concentrate their mental powers.

The children in my school show inattention, lack of application and lack of ambition. They are inaccurate, careless, and prefer resting to work.

Carelessness is the greatest fault. In reading they will call *a* the or *the* a. In a review I change the figures in a problem for next day. Half of the class will work the problem with yesterday's figures notwithstanding the fact that I have mentioned the change.

Carelessness is plainly shown in the child's constantly omitting the last letter of many words. In arithmetic carelessness is shown in neglecting to label.

Lack of sense-perception is another defect, resulting in the careless use of hands, the careless seeing of things and careless hearing.

Careless and inaccurate thinking. A tendency to deal with words rather than ideas. For instance: A child said "Robinson Crusoe built himself a boat so he could sail on his creek and perhaps get to some land he saw;" thus getting idea creek for big ocean he would have to cross, thinking merely of water and not which body of water he would sail upon.

Careless habits of speech and behavior formed at home are faults which are obstacles in my school work. These careless habits lead to inattention, lack of application as well as to disobedience.

Carelessness. Disorderly habits about their appearance, care of material and manner of studying and reciting lessons. My first aim in organizing a school is to form careful habits.

The habit of hurrying to finish work is another serious fault, the lack of being satisfied with careful, thoughtful work only.

The same is true in geography and grammar questions consisting of several parts. They answer only one part. When working long division or subtraction problems, only about ten out of a class of twenty-five will prove their problems before handing them in to the teacher.

Indifference, Lack of Interest, Lack of Feeling of Responsibility for the School Work and for their own Development, etc.

This great group of "faults" seems to be nearly the counterpart of inattention. They undoubtedly bear the same relation to it that interest holds to attention.

It is unnecessary to examine far into the conditions found in many schoolrooms to realize how general is this lack of interest. In some schools there are almost whole classes who, as one teacher says, are waiting to be fourteen (the legal age) when they may quit school. The thought that, perhaps, the majority of these children have their intellectual curiosity, the very germ of their self-activity, blunted seems almost tragic.

The lack of a sense of responsibility for the school work and for their own development is to be expected in young children, but when found to be true of so many pupils of higher grades, it certainly gives point to President Elliot's query whether the public school system has not very largely failed of its purpose.

Pupils do not feel a personal responsibility for the work and order of the school. Some pupils think that if they can't get a lesson it is

no great matter, the teacher is there to set them right. They rather hold the teacher responsible for any failure they may make.

I find that most children are unstable and seem to have low standards, as they are satisfied with poor marks. There are exceptions, but these statements apply to the majority.

Pupils think it is not necessary to do all the work. When a task is assigned and a definite time set for its completion, pupils do not feel responsible for having that work finished in that specified time. When the time is up, they think the work should be dropped whether done or not.

Many children lack a sense of personal responsibility for their actions and apparently feel indifferent to consequences. They seem to feel that they will be carried along with little or no effort on their part and are at a loss if thrown upon their own resources.

A total lack of responsibility on the child's part, caused partly by the parent's attitude toward the schools. A desire to be entertained only.

Delighted to listen to work given in entertaining story fashion, but not willing to delve for his own intellectual improvement.

Irresponsibility is the greatest obstacle to me in my school work. The essential characteristics are indifference and superficiality. The latter is the most discouraging of anything in my work. I think it is the outcome of the imitations which they see at home. Their parents are satisfied with the imitation play, or dress; the children are satisfied if their work appears like the others, and that later becomes a conscious evasion of duties. Happily, though, such pupils are in the minority.

The refusal or inability, on the part of some children, to assume responsibility. These are the pupils that cannot be trusted or relied upon, and form the lawless element.

One of the difficulties met in teaching young children is their inability to understand that each child is only a unit in the great whole. They finally grasp the idea but it is a great lesson to learn and one which takes some longer than the first year of their school life to understand.

One thing that troubles me is that children feel no responsibilities. "I forgot" is, for them, an excuse for all shortcomings.

In thinking of children 11–13 years old, the faults that hinder a teacher most could be summed up in one word, irresponsibility.

Lack of a feeling of responsibility, which gives as a result, a lack of concentration and attention to work.

Pupils do not seem to realize that they have any part in making their grades.

Generally, the pupils have no idea of the value of school work, consequently, are not earnest in their efforts.

Others think they should do only the work they like best, or that they consider of value.

Lack of thoroughness. They learn for the day or the test and care nothing for the knowledge itself.

A sub-master in an eastern high school, a teacher in a business course, in which it is his duty to enforce a sense of reliability, of responsibility as essential to success, simply names as the greatest fault: "Lack of any proper sense of responsibility," and the city superintendent commenting upon it says that his statement would probably be duplicated by each of the 29 teachers in the school.

Examples of the above.

Walter, a very bright boy of 15, when taken to task for not doing better work in geography, said, "Well, I do good work in arithmetic,

don't I? But I hate geography. What good will it do me?" His father had told him that if he could read, figure and write it was all that was necessary.

Florence, 14 years old, was very conscientious in all her work but in preparing her history lessons, she said, "I just can't study history and neither can my mother." Her mother's favorite speech is "I never could learn history and Florence is just like me."

Distaste for Uninteresting Work, Wanting to be Amused, etc.

Those who criticise the doctrine, made popular by the Herbartians, that the training of children must proceed conformably to an aroused interest will find encouragement for their views in the testimony of the teachers which follows. The thing here chiefly complained of seems to arise from the difficulty of making the transition from kindergarten and primary methods, which properly possess entertainment features, to those necessary when the pupil must meet the more serious subjects further on in the course. Those teachers who make the path of learning too smooth and pleasant for the children in the earlier years inevitably dig a pit for their successors. For such children, blasé and critical from having worn out the possibilities of schoolroom entertainment, are in the condition of the child surfeited with toys who didn't want to play with them but wanted to want to. They illustrate the great law of diminishing intensity of feeling. To arouse the degree of interest demanded by their sated appetites stronger and stronger stimuli are required. The mental fiber of such children remains decidedly flabby, and being destitute of proper habits of acquisition they become indifferent, inattentive, and a burden to the teacher.

The children wish to be entertained. They are thoroughly interested during recitation but lack application during study hours, hence do not master the text. They attend to others instead of themselves, listening to other classes and do not feel that they are responsible for a certain amount of work at that time.

Desire for constant change, when material and subject matter have not been exhausted.

A tendency to shirk anything which is "hard work." They demand to be entertained all the time or they grow inattentive.

A restless spirit, inattention, a dislike for solid work, and a lack of the feeling of responsibility on the part of the child. This is true of the eighth year especially.

Restlessness, a desire for the new before mastering the old, are the things I find so hard to contend with.

No grasp of present opportunities or knowledge, desire for entertainment in the schoolroom instead of work.

An overbalancing of the volitional by the emotional nature. Shown by (1) too great a desire for the novel and entertaining, (2) lack of ability to persist and succeed in the more irksome lines of work.

A desire for entertainment and an unwillingness to work at anything that is not entertaining.

Children expect to be entertained and to get lessons without effort, and do not study the printed page.

The children are at an age when they fail to appreciate the importance or necessity of application. They want to be amused.

Unwillingness to do individual hard work; by this I mean a tendency to give up without effort, any task which is slightly more difficult than the ordinary one. This does not apply to all.

A chronic unwillingness to do the drudgery of hard work required, expecting all work to be made easy.

Inattention. Will listen if lesson is very interesting—something out of the ordinary. They want to be amused most of the time.

Lack of power to concentrate the attention, so that in order to secure favorable results a lesson must be made highly interesting.

Lack of perseverance. Easily discouraged with the least obscure point.

Lack of Moral and Intellectual Standards. Lack of Honor, etc.

No doubt exists regarding the truth of this charge. The young child is deficient in moral perception and must develop an appreciation of the moral content of an act. To him what is permitted is right and what is forbidden is wrong. In time he may be trained to a sense of moral responsibility.

In the intellectual field, also, he has no proper perspective. Having few ideas his ideals are of a low order. He lacks the power of evaluating the products of the adult mind. Living so largely the sensuous life, the artificiality and restrictions of the schoolroom cannot be otherwise than irksome to him. He is incapable of appreciating the importance of the work; hence his indifference to it.

They are unable to control themselves when they are left in the room without a teacher. They seem to feel it is necessary to do the right only as long as the teacher is watching them.

My greatest trouble is in trying to make children understand the meaning of being thrown on one's honor. The conduct of children is all right while the eye is upon them, but they cannot be trusted when the watch is removed.

Untrustworthiness. They cannot be trusted to continue work in the absence of the teacher or some one to watch them.

Irreverence for authority. This is characterized by the tendency to overstep as soon as privileges and freedom are extended.

The children have no pride in accomplishing a good result.

The children are satisfied with getting only what is required of them.

Lack of power of application, which not infrequently results from lack of ambition.

Lack of proper pride in scholarship, brought about by the lowering of the standard.

Lack of ambition, characterized by shiftlessness.

The impression that the child of ten or twelve years of age has, that when he has attained fourteen years his education is finished, and he will not be required to attend school.

Lack of responsibility for actions: so many children wish to excuse wrong actions in themselves, even when they know the right from the wrong. They feel no desire to do right because it is right, but do right only because they are being watched.

Lack of Self-Reliance, Lack of Confidence in Themselves and their Work, Dependence on Others, No Power of Initiative.

We adverted above to the long period of dependence in the human infant which gives time for social preparation. The meagerness of the child's equipment for volitional action is for a long time very marked. Since his capacity for judgment and discrimination is small, it is, perhaps, well that he possesses little power of initiative. For several years imitation is a large factor in his development. He looks to parents, teachers and others for cues to action. Yet while this is a natural condition of early childhood the time soon comes when if he is to be more than a weakling he must rely upon himself for the solution of difficulties, for in practical life there can be no alter ego to supply needed information and suggestion at every step.

One of the great weaknesses in much of our training lies in our failure to change natural dependence into what may be called the efferent disposition. The "idea of success," of power to do things is not given, nor the pride in achievement aroused. The home is, perhaps, more blameworthy than the school in this respect. There is too much waiting upon children by their elders. The child yields to the law of least effort and will not try to do unnecessary hard things. He will not, for instance, learn to speak, nor to wait upon himself if a grunt, a cry or a gesture will bring the satisfaction of his wants. With teachers, also, the temptation is great to do much of the child's work in order to save much of the friction that comes from insistence on strict performance of tasks.

There is a lack of independence in thought and work, little originality, very often the child seeming to rely entirely upon the teacher to present every step in whatever study is before him. This is perhaps due to a lack of application on the part of the pupil, or to his inability to concentrate his mind on a subject, which does not, on the surface, arouse his immediate interest.

Children fail to do individual thinking, depending on the teacher or some force outside themselves for ideas, or else failing to test their own ideas by safe and reasonable guides. I should not like to ascribe all of this fault to the child, as much of it is due to his school training, including course of study and teachers.

Children seem to expect everything to be explained and made easy for them and lack the ability or the desire to hunt out new truths or to solve hard problems, for instance, for themselves.

I have found the greatest obstacle to be,—a lack of independence, the teacher having to supply the plans, energy, animation, the study, and to work out almost entirely alone the desired result.

I believe the greatest obstacle is a lack of earnest purpose on the part of the child. Everything has been made so easy for the child that it takes him too long to realize that he must make an effort to help himself.

They have no faith in their own work and are always wanting to compare their work with some one's. They have no ambition, are

just as happy with fair results as with good ones, and have no high standard.

The children sit like young birds in a nest ready for the food to be placed in them. They cannot or will not think independently.

I find the children very dependent. They do not seem to know how to be responsible for themselves. They are unable to take their books and get from them a lesson unless greatly aided by the teacher.

The fault of children which is the greatest obstacle to me is a disinclination to take upon themselves any responsibility. They depend too much upon the efforts of the teacher and do too little for themselves.

Children, as a rule, do not know how to study. Under the eye of the teacher they apply themselves, but, thrown upon their own resources, they fail, in that they stop work entirely, or are too easily satisfied with what they accomplish.

They are not able to take a book and dig out the lessons for themselves, but must have so much help from the teacher.

Inability to make use of their books after instruction is given.

The pupils sent to me have been helped to death.

In some cases a lack of confidence in their own ability.

The reliance of pupils on each other; *i. e.*, in doing outside work.

Willingness to listen and take an oral part in any recitation, but unable to attend to any task that calls for self-directed activity.

Lack of self reliance and independence. The power of initiative seems most difficult to stimulate.

Inability to apply themselves independently.

Dependent upon teacher's assistance.

The greatest defect discovered in children under my care has been a lack of confidence in their own ability to accomplish work of any kind. Most of the children, when received into the kindergarten from home, are almost helpless in regard to making any effort for themselves. It is very apparent that the home training is greatly at fault. Parents find it far easier to wait upon a child than to teach him to help himself. I have taught a kindergarten fifteen years.

My work has been with children in the sixth and seventh grades chiefly. In those grades I find the children unable to help themselves. They wish to be entertained and to have everything made pleasant and easy for them. They have not the ability to do independent work.

Lack of Vitality from various causes, Dreamy Listlessness, Abstraction, Absent-mindedness, Sleepiness, Laziness, Indolence, Procrastination, Lack of Mental Energy, etc.

It is difficult to say whether many of the cases listed here are greatly different from those given above under the label of indifference and lack of interest.

The child who, from lack of vitality caused by insufficient sleep, and food, bodily abuse, cigarette smoking, overheated rooms and bad air, overwork out of school, or from any other cause has his physical powers impaired, is sure to reflect this condition in his mental life, and as a result we have some of the schoolroom "faults" variously named above.

In the search for the causes, the age of the pupils also should be taken into account. It is well known that children in the seventh or eighth year, by reason of the fact that the heart and

other visceral organs do not keep pace with the body growth, pass through a period of special susceptibility to fatigue characterized by a state of unusual laziness.

Outside of his play activity the child is naturally lazy. He must learn, however, to give over his atavistic desires of a paradise where no one works, and, like the race which has unwillingly assumed the burden of labor, set his face toward the struggle which has made man great. The acquisition of the working habit is a large part of social education.

Listlessness is an obstacle in my school, caused, I think, by lack of proper food and lack of proper care at home.

Listlessness is one of the greatest obstacles that I find in my school work. This, I think, is caused by improper food. I find a general listlessness among the pupils.

I find a general listlessness among the pupils. It is very difficult to interest them in a way to hold their attention.

Abstraction. Inability to repeat a problem, or keep in mind a complete thing. Distraction, when it is a question of taking dictation.

There is a sort of dreamy state into which they wander, and yet they seem to be giving attention.

Sleepiness, caused by late hours.

Dreaminess of mind, unwillingness to master difficulties, attention easily distracted. In some, I believe, it is caused by the beer and coffee given, and in some measure by the entirely unfit character of the food which is their daily fare.

I find indolence the greatest obstacle in my school work. A love of ease and a certain pleasure in dreaming seems to overpower the mind.

The lack of energy in regard to personal mental activity is the greatest obstacle in my school work.

I believe that a large part of the dreaminess, inattention and indolence is caused by defective sight and hearing of which the children themselves are wholly unaware. They hear very little of what goes on in the schoolroom and fall into habits of inattention which rapidly develop into mental dullness and stupidity.

The indolence is often accompanied by a dreamy, far away look of the eyes, which would seem to indicate that the child is occupied in thought of something outside his vision, but my experience has taught me that in many such cases, the mind is not consciously active.

Example: Boy, 11 years old, exceptional student in history, only fair in other branches. A dreamer; starts out with good intentions, but at the end of five minutes is building air castles. He walks along the street in the same way, trips over stones, walks into people and other things in his way. Seldom plays,—stands around and watches the others. When he goes on an errand he takes three times as long as other children sent the same distance. His parents are at a loss to understand the cause. He is passionately fond of history, devours all books within his reach and understanding on this subject. Thinks about what he reads, asking peculiar questions about what might have happened had events happened differently or not happened at all. He is a sufferer from acute catarrh and I believe his physical indisposition has much to do with his seeming thoughtlessness and desire to do nothing."

Nervousness, Restlessness, Lack of Steadiness from Excessive use of Tobacco, etc.

Teachers have to contend with the natural restlessness of healthy children full of animal life and spirits, which results when they are taken from their plays and subjected to too long hours of confinement in the schoolroom. This is a small matter, however, when compared with what they must endure from the cigarette smokers. In addition to unsteadiness of nerves, nearly all the so-called "faults" named in the pages above may be caused by this vice.

A recent investigation[1] of this evil which "concerns nearly twelve hundred boys from the first grade through the high school shows that more than one-third of these admit that they smoke or have smoked. Those who say they never smoked are counted in the list of non-users. The smokers average one year older than those of their grade who are non-smokers. The inveterate smokers are two years behind the non-users. This is true through all the grades." The teachers' reports show that the conduct of the smokers is far below the average. Some of the reports say of them: "Self control poor, inattentive, not trustworthy; bad memory, careless, excitable, nervous, bad conduct; lazy, sleepy, slow to move; very dull, blank look; heavy eyes, sick frequently; never did any good work in school; no energy, naturally bright but no power of concentration; vacant stare, gloomy, listless. Physical deterioration is also a feature."

Nervousness, continual handling of any small object, button, pin or small piece of wood, constantly dropped from one hand to another, put in mouth, placed in different positions on the desk, restless moving of body and feet, twisting of legs and body in queer positions.

Restlessness. It is seen in the squirming and turning in seats, in playing with pencils, knife, erasers, and in the general disregard of rules.

The nervousness of the child is seen in his inability to make his writing uniform, also in his inability to sit still in his seat for more than a minute at a time.

Restlessness due to too great restraint of school hours on natural animal spirits.

Extreme nervousness, causing inability to concentrate attention on instruction given or on the committing of lessons.

Excitability in all children when anything unusual occurs, or while anticipating some interesting event, for instance, the days immediately preceding Christmas.

Nervousnesss, as shown in restlessness, listlessness, oversensitiveness and self-consciousness causing the child to be timid and to speak in a low tone for fear of failure.

Nervousness. Types—(a) child nervous, irritable, crying, (b) nervous child, muscles not under good control, subject to violent fits of anger.

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[1] Supt. R. G. Ogg: School Report for 1902, Kokomo, Indiana.

In some cases I believe the nervousness is due to kidney trouble.

The greatest obstacle in dealing with boys is the excessive use of tobacco. The result is nervousness, a quick temper, second grade work and a lack of steadiness.

Use of tobacco. Result: nervous condition, minds inactive, loss of interest.

Among boys, I have found the greatest fault to be the use of tobacco.

Impulsive Speaking, Lack of Self-Control, Thoughtlessness, etc.

The tendency of children to speak or to act on any perception or idea entering the mind is much stronger than in the adult, in whom the power to inhibit action has been established. Poor methods of teaching may foster or prolong the state. Impulsive speaking, for instance, may arise from a desire to answer first, or from the fact that many teachers urge quick answers because their nervous state renders it difficult for them to wait for the proper mental processes to take place. This puts a premium on superficial memorizing of details which can be quickly given. Very often children respond thoughtlessly, basing their answers on some idea aroused by one or two words in the question.

Poor motor control, shown in the inability to keep the hands quiet during a short recitation, the tendency to pick up a pen or pencil, to open a book, etc., is very strong.

Whispering, to each other somewhat, but more often talking to themselves, repeating page given, saying numbers when working in arithmetic, lips moving when studying, etc.

Lack of motor control shown in writing.

Lack of manual dexterity. I have one little girl, seven years old, who seems utterly devoid of any power or desire to perform the simplest kind of handwork. She has been in school a year and a half, and can read a few sentences in script, but cannot write a word, and it seems impossible for her to trace a line which I make for her. In the year and a half that I have been her teacher I have tried and tried to find some kind of busy work that she would be able to do, but have failed utterly so far.

I find that children do not think carefully before the work is put down on paper. In writing, they will not spell correctly such words as *him*, *large*, etc.

The children are anxious to answer questions and do so without getting the thought of the question.

They are very thoughtless. They speak without thought and write before planning clearly what they wish to express.

A disinclination to think before answering.

Mental Incapacity, under many names: Lack of Power to Reason or to Think, Lack of Comprehension, Lack of Visualizing Power, Lack of Perceptive Power, Lack of Mental Grasp, Lack of Brains, Inability to sift out the important point, or to gain the thought from the printed page, Stupidity, Dullness.

The perusal of the extracts from the teachers' replies below makes it evident that too much is frequently expected of chil-

dren. Because of the weakness or absence in them of those mental traits normally possessed by the adult, many teachers are ready to convict them of "lack of brains," "stupidity," etc. These children of the elementary grades are said to "lack the logical faculty," are "unable to reason," and "wanting in deduction." Other teachers more sensibly attribute the cause of the mental deficiencies reported to lack of training in proper habits of study, lack of training in observation, too many subjects of study, forced promotions, children too young for the work, irregular attendance, and the like.

Aside from the general dullness complained of we have the cases of the really incapable. Monroe in his study of dullards, found about one in every ten children of the public schools to be of this character. Dr. Francis Warner places it at one in thirteen. Such children do not properly belong in the regular schools. They take the time and strength of the teacher and try her patience more than all the rest. The plan adopted by several cities of providing expert instruction for them in a separate school is the best solution of the problem so far found.

Mental incapacity, I find characterized by one or all of the following: 1. The logical faculty to distinguish between essentials and non-essentials, to follow or develop a chain of reasoning, to cannect cause and effect, is lacking. 2. Memory is very defective. 3. The power of concentration and of close observation is little developed. 4. Extreme slowness of mental processes.

My greatest trouble is the fact that pupils do not know how to study when they reach my classes, and a large share of our time has to be taken up in teaching them how to study. With a great many pupils it is too late to learn this and so they fail utterly.

Children are unable to select the essential from the unessential, because they have not been taught how to study. Example: The pupils in a sixth year grade were asked the following question in one of their tests, "Describe Washington's campaign in New Jersey." Most of the children took more time in describing some little event, as—how Washington was guided from Trenton to Princeton—than in giving the chief events, their causes and results.

Mental incapacity—evidenced in stupidity, not "seeing the point." Lack of logical reasoning—resulting from not having been taught to see the relations between things. Inability to relate cause and effect.

Inability to put into use knowledge gained—to use in one subject knowledge gained in another.

An inability to apply what they learn to the every day needs of life.

Want of deduction. Children are not able to apply knowledge to new surroundings.

The inability to gain the thought from the printed page.

Poor expression. Few have travelled and their experience has been only with Indianapolis, an inland city. The mental images they form from the printed page of a geography show lack of interest and attention.

The tendency of pupils to learn the words instead of the meaning of a lesson, *e. g.*, question is asked, What is an axiom? Answer received —an axiom is a self assumed evident, the words of the book were, an axiom is a truth assumed self evident. The words and not the meaning had impressed the child.

Inability to think—to get from the printed page something more than the words found there.

Lack of mental grasp—they learn words but seem to miss oftentimes the true significance.

Many children's brains work slowly. When the work of the term is carried on too rapidly, they are unable to grasp the thought, lose all interest, and are then alert for other things to take up their attention.

One who says she has taught chiefly the children of society people says "the great fault is lack of ability to grasp the subject matter presented, especially in its relations, due chiefly to the mental energy of the child being expended in so many different directions by a multiplicity of subjects. Also mental restlessness, lack of concentration, a state of being on the *qui vive* for a new sensation due in great measure to the same cause, as it seems to me. There is also a lack of steadiness of purpose, a spirit of frivolity which is one of the characteristics of the time."

Inability to reason—somewhat due to incapacity, but mostly lack of mental discipline.

In a school of thirty-five, the ages ranging from thirteen to seventeen, the children seem able to memorize a thing easily enough but any attempt to lead the child to draw a conclusion from any number of particulars, or any effort to have him follow logically steps that need to be taken, is met almost at once with a falling off in attention and a corresponding increase in non-concentration.

One of the greatest faults I see in children is the lack of power to grasp the entire thought presented. They are satisfied with a part, and do not seek farther for the whole thought.

The children under my charge range from twelve to seventeen years of age. The mental defects most apparent in these grades (sixth to eighth inclusive, are, sluggish perception, distaste for mental exertion and inability to retain facts taught in the school course. These conditions, which are general to a remarkable degree, seem to me to be due, first, to adolescence; second to the overcrowding necessary to cover the prescribed course of study; third, too long hours spent in the schoolroom; resulting in too little physical activity.

A few seem stupid and dull of comprehension; others seem to get tired and sleepy and neglect their work. I strive to counteract these faults with a lively interest in the work, etc.

Mental and moral defects, lack of general information,—current events observe hastily and imperfectly; power of discrimination not developed; lack of "common sense;" no power to make inferences.

A teacher of chemistry says that the greatest obstacle is lack of visualing power—not remembering things as seen and handled.

In my first year work, children who develop in a one-sided manner form a great obstacle to my work as a whole.

Defect in the power of reflection, caused mainly by multiplicity of subjects.

Inability to comprehend the work of the grade, due to forced promotions or irregular attendance during the first years of school life.

Poor Memory, Inability to Retain Facts Taught, etc.

The charge here, as in the large group just given, seems to be the failure of children to measure up to some standard, held by their teachers, of what ought to be expected of them. As a matter of fact, children's memories are not tenacious. Even with the best teaching the lessons passed over, for the most

part, soon slip away. Much more is this weakness in retaining apparent with that style of teaching which lays emphasis on the acquisition of mere facts.

Lack of retentiveness. Real inability to remember or understand lessons.

Defect of memory. Lack of power to retain; When requested to bring articles from home, it is sometimes necessary to remind the children five or six times.

Lack of quick perception and strong association of ideas. This makes frequent repetitions necessary, and even then many cases of seemingly poor memory result.

Forgetfulness is one of the great faults which I have noticed in children, and I cannot always tell whether it is caused by weakness, or whether it is simply carelessness.

The children forget the sounds of groups of letters. They will know a word one day, the next day it is gone.

Lack of Consideration for Others, Desire to Rule, Willfulness, Stubbornness, Rudeness, Selfishness, Impertinence, Teasing, Quarrelsomeness, etc.

In all animal life the "push upward" appears under one of two forms: It is fight or flight, It is strength or craft. Among school-children we have, on the one hand, the many manifestations of a blind insistence on personality, such as willfulness, stubbornness and other forms of "selfishness;" we have the fighting, teasing and bullying which gives the child an agreeable sense of power, of superiority; and on the other side we have the lying or deception, cases of which follow below.

In the traits of the first group is found an expression of an important instinct. Within limits these tendencies are desirable as giving evidence of an expanding soul-life. Every normal creature seeks a large development. Not life alone but a more abundant life is sought. The strong outcrop of egoism in the child means just this. It explains the many disagreeable traits of the untrained child, such, for instance, as the strenuous resistance to fancied attempts at diminution of his personality on the part of teachers or others. The ability to conquer these untamed bundles of potentialities without a direct conflict of wills but by the power of a real and tactful sympathy is the mark of a true teacher.

A spirit of selfishness and ingratitude.

The tendency to shirk responsibility; that is, to blame others for faults.

Selfishness, characterized by 1. A desire of pupil to claim more than his share of the teacher's attention and time, in helping him with his work or keeping him in order. 2. He is not at all considerate of the rights of others. 3. Anxious to lead without regard to those who are forced to the rear.

Examples: Frank, aged 13, anxious to be the captain of the boys in his class. Whenever he was captain, his conduct was irreproachable, but when a private in the company, he was reported every day for in-

subordination. I could not find out the cause for a long time, till one day in conversation with another teacher, I learned that she had "reformed Frank by letting him do things for her."

Ruth, aged 5, always wants to choose the games in the kindergarten. When allowed to do so, she enters into the games with much spirit, but is either disorderly or indifferent when some one else does the choosing.

I have found that a great number of children are vindictive, impatient and impulsive. Whatever be the cause of the injury, the child seems to think he must repay, and often seeks to return a greater on that received. A seeming accident is sometimes taken for an offense, because the child is too impatient to investigate for himself.

Combativeness; ready to strike any one, especially smaller ones, on the way to and from school.

Crossness. Nothing pleases. Cross to every one around. Do not want to be touched or interfered with in the slightest way; are sure to be in trouble on playground; nothing is accidental; everything was done "on purpose."

Unreasonable desire to do just what they know is not desired or not to do what is desired. This is a characteristic of a few and where found is apt to be violent. It is persistency carried to the last equation.

A sullenness that takes offense at any word of reproof or explanation, even though it be offered kindly.

Petty jealousies, requiring careful treatment in order to avoid discouragements and brooding which result in obstinacy and lack of application. This is, of course, a matter of narrowed vision.

Treating of lower classes with disdain by those of wealthier class. Thus bringing about the spirit against labor.

Vanity, and the not wanting to associate with others more poorly dressed.

Vanity, a desire to be seen and heard and to gain notice. Also lack of consideration for others—incivility, rudeness, impertinence.

The lack of natural gentleness toward each other, resulting from street life in rough neighborhoods, and a smaller amount of antagonism caused by some not being as clean and agreeable, personally, as others. "I don't want to take hold of his hand." (In games.)

Great pleasure in annoying or teasing each other—saying little things to each other that need not be said; taking things away from each other in fun; boys hiding others' caps, etc.

A desire to meddle with the work of nearby pupils, and the habit of laughing at the mistakes of others, are the defects which are the greatest obstacles to me in my school work.

One of the greatest obstacles to me in governing my school is the pupil's curiosity to know all of his neighbor's business.

Self-consciousness; child afraid of the sound of his own voice; where the child cannot bear to have his name spoken and simply cannot be singled out because of the pain given.

There is a boy in my school who affects a peculiar gait—not for the purpose of being annoying, but for his own gratification. I have noticed that this affectation appears in many schools, some boys affecting a peculiar laugh, others a peculiar facial expression.

Disobedience, Disregard for Law and Authority.

What was said above of egoism applies to disobedience, in some respects its most obvious phase. The passion for self-assertion is the dominant trait of childhood, and whether in the

home or the school is an element in, perhaps, the majority of the cases of disobedience. Pedagogy has vexing questions to solve in this field; a broken will is fatal to the development of strong character; on the other hand, the price of entrance into the largest social freedom is through submission to law—parental, scholastic and civil.

The defects which I find the greatest obstacles to me in my teaching are lack of prompt obedience, the lack of power to concentrate attention, and the slowness with which responsibility is assumed. Young America is not taught prompt obedience at home, and does not have a high standard of the meaning and necessity of obeying. There is a lack of the proper appreciation of authority.

Repeated disobedience, carrying with it no marks of shame, but growing into a lack of reverence for parents, teachers and places of instruction. A growing tendency to argue and correct the teacher, the outgrowth of pushing our children forward to make them easy and conversant upon all subjects. This flavors of sauciness but seemingly is not meant for it, but where children were formerly eager to receive information, one must now convince.

Greater than any defect, and greatest of all faults is that of disobedience, characterizing the child as bold, defiant and disrespectful to his companions and teachers.

Another fault is the growing disregard for law, both school and civil.

The average American child is not law abiding. His own pleasure and convenience determine his actions, and he has small consideration for the rights of others when they stand in the way of his own gratification.

Protest against authority, from merely reluctant obedience to open defiance.

Spirit of disobedience, brought about by lax home government and views of life.

Failure to obey promptly, seeming to question teacher's right of authority.

A disregard and lack of pride in conforming to any laws.

Lack of Home-training, Lack of Harmony between the Home and the School, Increase of Hoodlumism, etc.

The troubles of the teacher due to the causes named, are ever present. Her work often seems hopeless because of the apparent impossibility of contending with bad home influences. Training in conduct goes back for its beginning even to the babe in arms, and the constant assertion of teachers that responsibility rests largely upon the home seems justified. When to the natural tendency to follow selfish desires is added the contamination of bad surroundings in the home and on the street, it is cause for wonder that teachers, with their limited opportunities, accomplish so much.

One of the greatest faults is lack of home training, as shown in 1. lack of self-control; 2. stubbornness; 3. impoliteness even to the degree of impudence; 4. untruthfulness; 5. bad companions, or home influences leading to evilmindedness and cigarette smoking.

An indifference on the parts of the parents to the preparation of

home work; irregularity of attendance, due to the fact that children are kept out to assist with home work.

Dislike for home study. There are many reasons for this. Parents do not insist on it. Too many outside interests, as—play, parties, special lessons, lack of proper conditions, as a quiet room, good light, etc.

Dislike for school. Home influence not what it should be. Pupil attends school from necessity not choice,—hates books and class room.

Lack of discipline at home is the greatest obstacle in my school work. Parents are out at work, children left to do as they please, and hence know very little of obedience and order.

Impoliteness and careless habits due to ill breeding.

They are held for nothing at home and are restless under being held for anything at school.

Lack of home training in the laws of health and cleanliness.

In this locality, where many of the poorer people live, the children are weak on the language side—reading, composition and power to express themselves.

Lack of home training. Its bad influence shown by untruthfulness and bad language.

The greatest faults and obstacles I find among my pupils in my school work, are habits of frivolity and rudeness that savor of the hoodlum. I do not speak of incorrigible or vicious pupils. I find the above named habits increasing among the better and best classes of pupils. Their minds have drifted into improper channels under slack home discipline, unwisely chosen amusements, and the reading of improper literature.

Deception in Many Forms.

In all animal life deception is instinctive, self-preservative. Children's lies which give so much concern to parents and teachers, but which differ much in moral content from the lies of adults, may all find their explanation along biological lines. Lying is the great refuge of childhood. The child's definition that a "lie is an abomination to the Lord but a very present help in time of trouble" is very much in point. The quotations below are strong expressions of fact but shed no new light on this subject which has been so well studied by President Hall and others. All are familiar with the "selfish" lie in its many forms. The lies of self-defence given expression to by all children when under the fear of punishment, and the lies in defence of the tribe, are most troublesome in the school. Next, perhaps, are the lies to excite wonder and to magnify the individual which lead to lives of falsity and sham. The whole question of deception gives little trouble where parents and teachers act and speak the truth. The forcing process in education is responsible for much of the deception in the school. Where great emphasis is laid on grades and promotions, where the child, to win the approbation of parents or for other causes is required to maintain a "standing," a pressure is brought to bear which he cannot withstand and the result is the many forms of cheating complained of.

The tendency to misrepresent things. It is frequently found in the written work which the child has, himself marked; also in his pretension to orderly conduct when a teacher is thought to be near. Lack of courage to confess his own misdoing will often lead a child to tell an untruth. Fear of punishment will produce a like result.

They seem to think nothing of copying a lesson or telling a falsehood.

There is a tendency towards deceit in children. Not that the thing is absolutely willful, but like all mankind, they try to get something for nothing, attempting to copy and crib in their tests—making it necessary for the teacher to be watchful of the first attempts at liberties of this nature, lest it lead to premeditated willfulness later.

The spirit of deception. As far as my observations have gone this fault is not restricted to any particular class but is found alike among all classes and conditions of children. It is also true that the child who does not have this fault is the exception. We see the evidence of this fault in the children's work, and a teacher of any experience must have often felt how impossible it is to know just how much the children can do unaided.

Another fault is what we would call "cheating." Many children will use every means possible to obtain right answers without regard to the means employed, whether honorable or otherwise. Arithmetics which contain the answers to problems are the bane of a teacher's existence.

The boys cause me the most trouble by shuffling their feet or teasing their neighbors, and then try to get out of it by lying.

An utter disregard for truth in statements of wrong-doing when the child wishes to shield himself from censure.

A deceitfulness that shows in preparing lessons, in tests, and more especially in cases of misconduct.

Falsehoods. 1. The results of a too vivid imagination. 2. Those told to screen a fault or to make mischief.

It is a fact that few children are really truthful.

Untruthfulness. Plea of illness to escape lessons.

II.

The Faults of Children as seen by Children.

In the foregoing section are given the faults of children from the point of view of a body of people who, besides showing the influence of their peculiarly personal relations as teachers, also give evidence of having judged children by adult standards.

We give below the results of an attempt to ascertain the ideas that school-children themselves have of faults.

Since the suggestibility of children leads them to respond in the way they think they are expected to, a change of method was rendered necessary. The plan adopted was to have children write papers in the course of their regular school work, the subject of which was to "tell about the meanest boy or girl you ever knew and why you thought he or she was mean." The plan has justified itself, as the papers collected in this way are, for the most part, naïve and bear the earmarks of honesty. The subject seemed to touch a sympathetic chord and the children wrote from full hearts as though glad of a chance to ex-

press themselves. In some cases, however, the teacher's ideas of bad conduct had been adopted and "mean boys" were mentioned whose chief sins seemed to be that they made the teacher trouble or did not get their lessons at school. It is a suggestive fact that the teacher's attitude toward a pupil may brand him in the eyes of his fellows.

Papers were collected from 309 children, as follows: 152 children from the fourth to the seventh grades inclusive of a ward school in Bloomington, Ind., average age, 11.9 years; 80 children from the fourth and fifth grades of a school in a New York tenement district, almost entirely of foreign parentage, average age, 11.8 years; 77 first year high school pupils of Worcester, Mass., average age, 14.8 years.

The tabulation of the mean traits mentioned by the children of these cities is presented in separate columns below.

Table of Faults as Seen by Children.

		Bloomington.	New York.	Worcester.	Total.
	Number contributing,	152	80	77	309
	Average age,	11.9	11.8	14.8	
1	Fighting, bullying, teasing, etc.,	92	36	29	157
2	Stealing, Robbing, etc.,	49	11	14	74
3	Bad conduct, ignorance of etiquette, impudence, calling names, "sassing," ill-mannered,	15	7	49	71
4	Lying and cheating,	37	10	23	70
5	Disobedient, "won't help work," runs away from home, etc.,	47	8	12	67
6	Malice, telling tales, slander, revenge, etc.,	40	4	4	48
7	Plays truant, "hookey," runs away from school,	32	1	13	46
8	Smoking cigarettes, etc.,	32		7	39
9	Swearing,	33		3	36
10	Troubling the teacher in various ways,	19		12	31
11	Cruelty to animals,	24	6		30
12	Untidy, "won't wash and comb," etc.,	12		14	26
13	Mistreats parents, shows disrespect to them and elders,	12	5	8	25
14	The reproach of ignorance—"does n't get his lessons,"	16		5	21
15	Selfish, "won't share,"	8	8	4	20
16	Out with bad company, leading boys astray,	13		6	19
17	"Ran away and left me," "would n't speak," "kept secrets from me," etc.		16		16
18	Getting angry, bad-tempered, etc.,	2	1	13	16
19	"Hopping" trains,	14		1	15
20	Drinking,	9			9
21	Would n't be "it," would n't accept the penalty of the game,		9		9
22	Gambling,	8			8

Differences of age and environment seem to be responsible for many interesting facts. Clearly marked local differences crop out in the papers and, in some cases, are revealed by an inspection of the table. The Indiana children live in a country town of only a few thousand inhabitants; the place and people are therefore more or less well known to the children. One result of this is that a number mention notorious offenders who have been sent to the reform school. Some neighborhood and teachers' "terrors" are also frequently given.

By some error of direction the idea was given to the children of New York and Worcester that they should restrict themselves to the meanest one they knew of their own sex. The other children, however, had perfect freedom of choice. The result shows that both sexes recognize the greater prevalence of meanness in the boy. Only three out of 70 boys were so ungallant as to choose a girl as the meanest one they knew; while sixteen of the 82 girls choose a subject from their own sex. 87½% therefore proclaim the meanness of the "Bad Boy."

It should be recalled that the New York children are from the slum district. Their papers as a whole differ quite materially from those of the children of the other cities. Their range is narrower, and more frequently the acts of meanness noted seem very trivial and to have been mentioned by reason of a personal feeling in the writer's mind. Inspection of the table of faults shows that lying, cheating and stealing are much less frequently given as an evidence of meanness among the papers of these children, and seldom or never given abstractly as faults of an individual. Swearing, smoking cigarettes, untidiness, going with bad company, drinking and gambling are not mentioned at all and "playing hookey" but once. Is the purification of greater New York an accomplished fact? Are the traits named non-existent among these children, or so common as to be taken as a matter of course—a part of the life? The New York children nearly all refer to incidents of street life and little or nothing from the school world appears in their papers.

The children from Worcester were entering on the age of adolescence and many of them live in a more cultured community. Their papers are better written and give evidence of a wider outlook on life. It is noteworthy that many of them, probably because written at this peculiar time of life, mention as faults—lack of observance of conventional usages. In fact by far the largest group of faults named by Worcester children is that put down as "bad conduct, with the idea of violation of social usages. Ignorance of etiquette, etc." Girls lead in this. They often describe the personal appearance of their subject

and charge breach of good manners. They differ from the younger children, also, in naming good qualities where they can do so and often find excuses for faults.

Let us now refer to the table of faults as a whole in response to the general question what makes a child mean in the estimation of his fellows? A comparison of this list with the faults that teachers find most serious reveals the fact that the child world is an almost entirely different world. Teachers are most affected by what obstructs the smooth running of their school machinery, children very largely by what touches themselves. With both a fault is that which conflicts with personality but in the case of the child it is personality in the narrow sense. Comparable to the overwhelming preponderance of inattention on the teachers' list are the charges of fighting, bullying and teasing in the papers of the children. This phase of egoism seems to have been the chief factor in making a choice of subject in more than 50% of all the cases. Indeed there are but few boys who do not mention it. The following cases will show the nature of this trait. The quotations are nearly all from children from 8 to 11 years of age, those as yet relatively unspoiled by civilization. Wherever the personal element is involved the language is vivid and picturesque because of the feeling.

In summer, when the boys would go swimming, he would duck them, throw mud on them when they would come out and make them go back into the water and wash off again, he would tie up their clothes and hide them.

In winter, when the boys would go skating, he would hold them and take their skates off and run around the pond teasing and tormenting them. He would not tease larger boys than himself or they would have whipped him.

I once met a boy at a corner when I was playing a game of foot-ball. He said, "If I did not let him play he would get his bull-dog after us." And the bull-dog bit a boy in the leg.

While he was in school he was always hitting some one and hurting them. When he was a little fellow he would throw rocks at you and aim at your head. When he was nine years of age he knocked a boy unconscious.

Bob delighted in jumping onto little boys and hurting them. Sometimes he would jump onto little boys who had large brothers and the boy would tell his brother and Bob would get licked.

On his way home from school he would hit little children to make them cry and he would go home and not tell his mother and think he was as happy as any one.

He would steal money and threw stones at every girl he saw, and would hit them in the face with sticks, and would try to pick a fight with every boy he saw.

He will throw stones at you when your back is turned. And will call you names. And will fight you, steal your things and hide them.

I am going to tell you about John J. He lives in a fine large house. His father was a doctor. He would tease and hurt little boys. He was always smoking. All the little boys were afraid of him. I did

not like him. I think boys that have what they want are not as good as boys that don't.

Affronted personality in some form inspires the selection of the meanest boy or girl more frequently than any other cause. 55% of the New York children give cases in which the personal element is directly involved. This is true of 31% of the Bloomington children and 8% of the Worcester pupils. The last named seem to have outgrown this stage, for while they frequently mention fighting, teasing or other egoistic traits, it is done impersonally. The line of sex in this matter is quite sharply marked. The stronger sex is given to fighting and bullying and the one who is meanest is so because he has "picked on" the writer, taken his cap, pushed him in the mud, etc., as shown above; the feminine counterpart of this trait is slander and backbiting. Girls fight by "telling tales," "calling names" and "talking about" each other behind the back. Of the 48 cases of this all but one were girls. The continual quarreling and making up so characteristic of little girls crops out repeatedly in the papers. The jealousy or pique felt by a girl at the moment seems often to determine her choice of a mean subject.

My playmate is the meanest girl I ever knew. We had a quarrel and after the quarrel we each went home. And she went out with her friend. And I met her again and she pushed me into some mud. And that is why I think she is mean. And the next day she went with her friend and then when her friend went home she came with me. She said her friend was mad at her so I went with her and the next day she went with her friend again and she passed me by and did not look at me or speak to me. And she was mad at me for a week and then she came to school with me the next day and she played tag with a girl and she said I could play. So we were glad after that.

Note the following from a nine year old: The meanest girl I ever seen. She would talk about people. She would make faces at you. She got angry at Sylvia and I. She would not speak to us and went to other children and talked about us and told them everything that was not true. And when I pass her she will talk to the children that is with her and tell them things that is not so. And then I went and told her grandma she lives with her. And she got friendly again and now she is angry again and I left her alone and she talks about me now.

Gracie, aged nine writes: The meanest girl I ever knew is Lucy D. She is nine years old. She is very mean. The very, very meanest girl on earth. Every time I see her I make a face at her and she does the same to me. But I mine it not a bit, I just let it pass. We were friends.

I know a girl that I don't like for she talks about other children and she tells things that are not true. And every day of school she will make fun of me. One day I heard that she was sorrow of what she had done.

She got mad at me and talked things about me. One day I was talking to another girl and she came along and told the girl not to speak to me.

The desire to dominate in the plays or to have one's own way in general causes a child to be disliked by others.

Once I was playing with a girl. I asked her to play a different game and she would n't so I think she is mean. And I asked her to walk up and down and she would not and that's what I call mean.

There was once a girl and she was the meanest girl I ever new she was playing tage and she said to the other girls "don't play tage any more" and the other girls said Yes and when they were running she pushed the other girl in the mud gutter and she fell and hurt herself.

I will call this girl Molly. She always wanted her own way and would get mad if you would not play everything she wanted to. One afternoon she went to play with some girls. They let her choose nearly every game until they got tired. Then they told one of the other girls to choose a game. The little girl chose something Molly did n't like so she got mad and hit the little girl and then ran home.

Refusal to accept the penalty of the game is another evidence of this spirit. Cases are mentioned of boys taking by force the marbles they have lost playing "keeps," and of others who quit while winning, which is just as mean. The same trait is found in girls. The following is a typical case.

She would never give it (in) when I say she was "it." She would never give it when she was tagged. She would always say "I was not." I think she is the meanest girl I ever knew.

Sometimes a child is called mean because of a failure to grant the writer's request.

One day as I was playing on the street I met a boy. I was thinking to have a game and there was know one around and he was the only boy there. When the boy seen that I could not get any one he would not play.

The meanest girl I ever knew. She would n't wait for me after school. She would n't come to the store with me. She would n't play tag with me. She was very rough in playing. I thought it was n't right for her not to wait when I wait for her every day. I did n't think it was right that she would n't come with me when she was only sitting on the stoop.

In some cases it is plain that the narrator is at fault. His actions may have provoked the "meanness" of which he complains.

The meanest girl I ever knew. I thought that girl was mean because she would not look at me. She would not look at me because I would not let her see my arithmetic. She would not look at me for a few days just on account of the arithmetic. Was n't that mean?

One can read between the lines in the following: "His nickname is pick a pie and he gets mad when any one calls him that and he says very bad words sometimes."

The keen appetites of children lead them to regard as mean those who refuse to share with them.

Examples. "She was a girl that was mean. Whenever she had a penny she would not give her playmates any of her candy." "If she had candy or anything she would not offer anybody a piece. She

would rather let them look at her before she would give them a piece. If you would ask her for anything she would say 'I have not got any.' "

The second largest group on the list is that of stealing and robbing. In most cases small thefts, but they serve to confirm studies in criminology which show that in early life the chief crimes are those against property.

Following closely upon this comes deception in its many forms. As we noted above this trait also stands high upon the teachers' list of faults. Children, however, have little sense of what a lie means and in their papers they seldom name it but merely give the account or incident involving it. The deceptions given cover a wide range from cheating in school to the lies told to magnify the importance of the individual.

Perhaps no other fault has so much power to shock the mind of the child, the girl especially, as swearing.

I often heard him curse his father or even his mother and sister and he seemed to think it manly.

He curses people big or little or dogs or cats, and everything that comes in his way. He will even curse his mother and grandmother.

He would cuse his mother. He will call you names. And then run in the house. When they would have a horried girl he would fight and cuse them.

Children notoriously "want their own way" and they find it hard to render obedience. One is therefore surprised at the strong undercurrent of feeling throughout the papers that parents and teachers ought to be obeyed and well-treated. Such statements as the following are common: "The worst thing I ever knew this boy to do was to throw a stone at his mother when she came to the window to call him in." "The girl who I think is mean, she answered my grandma back and that is why I think she is mean." Even the boy whom a large number of his grade call 'the meanest boy' chooses a subject who 'wount' mind."

The meanest boy is John F. He lives in Rockvill and he cusses and runs away from the house and he never dos anything that his unkel tells him to do and his mother and father is ded, and his unkel taks car of him and he will not do anything atawl and his unkel heats to whip him becaus his mother and father is ded. he goes in No. 5 collige school rockvill and he is a very bad boy, his teacher has to whip him twis a day and sumtimes 4 times a day and he wount mind atawl and he was took up to the purfessors ofice seaverl times and he wount mind.

Judging from the replies many consider smoking as an act of meanness. The consequences of indulgence in the use of tobacco is sometimes given.

"But the meanest thing he ever did was to smoke cigarettes, and even worse than that he smoked pipes."

"I think cigarettes and drinking liquor of any kind and using tobacco will settle him some of these days."

"He was smoking a cigarette and chewing tobacco and to-day he is at Plainfield (the Reform School) for stealing and will go to the penetenchery when he is old enough."

Children resort to exaggeration in order to make out a good case. Here are some characteristic examples: "He uses a whole dictionary full of profane language in a day." "He would steal everything he could get his hands on," occurred a dozen times. "This boy tells the most lies I ever saw and he tells the most lies on me I ever saw." "If she got mad at any of her schoolmates or friends she never got through talking about them and they never would hear the last of it." "He is very very mean, I say he is mean."

Children who are fond of animals become much wrought up over the heartless acts of those who are still in the cruelty stage of life:

"He would catch people's chickens and pull their feathers out and let them go. He would tie a tin can full of stones or gravel to a dog's tail and whip it to make it run. He would catch two cats and tie their tails together and throw them across a clothes line for nothing else but just as he put it "Jest ter have sum fun."

"He is a very mean boy, he will run away from school just because he is to lazy to study. He will throw stones at chickens, cows, horses, cats, and all dumb animals he comes across."

"He used to fight his father's horses and run them. When I would go out riding he would hit my horse to see it run with me."

"He is very cruel to the animals and birds. He threw several cats out of the window."

"This boy would often take worms and small insects, run pins and tacks through their bodies, then fasten them to pasteboard. The insects often died unless some one discovered them in time for the boy always hid them in a place not often visited."

"His best fun is to tie a cat or dog up and whip him till he is dead or throw rocks at him till he dies."

The affection of young children for their teachers readily explains the choosing of one who makes the teacher trouble.

Daphne, aged 8, daughter of a University Professor, says: "Charlie N. is the meanest boy I know. He plays hookey all the time and his father had to be sent to jail. He makes faces at the children and the teacher, and makes very low grades in spelling. He cannot read well. Neither can he write well. His deask is very dirty because he is a dirty boy and never washes it. He tells stories too."

"The meanest boy I ever knew was very mean in school. He would be very saucy to the teacher and try to hit her and when the teacher would call on him sometimes he would n't answer her. He would make faces at the teacher and she would be mad at him and take him in the cloakroom and whip him. He would whisper and say funny things to the children and make them laugh. His name was Roy. Sometimes he would have to stand on the floor."

"He is so mean that he never has his lessons but it does no good to whip him he will just be meaner still."

The prevalence of the tribal instinct in boys is indicated by such expressions as, "He is always getting up a club of boys to do some mischief."

The irrelevancy of the child mind appears at times, as in the example of Margie, aged 10, who forgets the bad boy to tell of his little rabbit which had an eye scratched out by a cat.

In making out a case of meanness the children often attribute a number of mean acts to their subject but the following catalogue of sins is unique:

The meanest girl I ever knew. The girl slapped her brother. She would n't let her sister play. She stole candy. She soiled the curtauns with ink. She tore her dresses and copied lessons. She pushed roughly through the crowd. She would n't share anything. She kicked the boy. She stole prunes. She spilt the coffee and broke the cup. She hollowed loud. She was a flatterer. She caught a woodchuck. She called names. She punched his feet. She pulled the girls hair. She threw stones. She broke the vase. She tore the calendar. She pulled the cat's tail and made him mew. She told falsehoods. She spilt ashes. She broke her sister's doll. She disobeyed her teacher. She followed her mother. She moved the hands of the clock. She broke the teacher's blackboard. She would not do what she was told. She broke the hinges on the door. She would not play with the baby and broke the baby's toys and rattles. She put crumbs on the floor.

III.

Children's Faults as seen by Parents.

We here give a brief statement of the results of an attempt to ascertain what parents regard as faults in their children. Because of the small number of responses from parents little emphasis is placed upon this part of the study. Its chief value is for purposes of comparison with the tables of faults given in Parts I and II.

One thousand copies of the questions given below were put into the hands of parents.

1. Without consultation with any one, will you frankly name the most serious faults of your own children or grandchildren, or any troublesome traits which give or have given you most concern, (a) giving the essential characteristics of each, and (b) where possible, illustrating by incidents and examples.

2. All children do not have serious faults. After mentioning such faulty traits as do appear in your own children, as desired above, please state fully, from your experience and observation of children in general, what faults are to be regarded as most serious.

3. Give the sex of the child exhibiting the fault, and if any exist, any differences in the manner in which the different sexes are affected by the fault.

4. State if possible, the causes for the fault or faults.

5. State, as nearly as you can, the age when each fault first appeared.

6. State the age when the fault became most troublesome.

7. If afterwards less troublesome, what method of correction, if any, was used?

Great interest was aroused among those receiving the questions, but for various reasons, the principal one being the personal aspect of the case, only ninety-one parents responded. These were, for the most part, intelligent and consecrated mothers who, putting aside a natural reluctance to making public the inside of family life, gave conscientious and helpful accounts of their children. A mother who recognizes what is implied in a confession of faults in her children, says, "The faults of my own children are many, but I realize, as will you before you get through with your study, that the child is not to blame. You ask rather difficult questions of us, because we of the Mothers' Club realize that in telling our children's faults, we are acknowledging our own lack, or the children's lack, of home training."

No use has been made of the answers of question two above. It was noticed, however, that the faults attributed to children in general, were, as a rule, of a more serious nature than those possessed by their own children.

Tabulation of the faults of their children which they regard as most serious, gave the following results:

Faults Named by Parents.	Times named.
Willfulness, Self-willed, Stubbornness, Desire to have own way, Obstinacy, Setness of Purpose, Disobedience, Rebelliousness, Slow to Mind, Wanting to take his own time, etc.,	34
Fighting, Teasing, Quarreling, Bickering, Cruelty to Playmates,	13
Violent Temper,	12
Selfishness,	12
Deception in its various forms,	18
Stealing, No sense of the property rights of others,	5
Lack of application to study, Hatred for Books, Laziness, Idleness, Dullness, Indifference, Lack of Self-confidence, Lack of Ambition, Easily Discouraged, Don't care spirit toward learning,	16
Carelessness in putting away playthings and tools, Thoughtlessness, Heedlessness, Shiftlessness,	11

In addition to the above, the following miscellaneous list of faults was given:—Swearing, abusive and insolent language to parents, a superior manner toward other members of the family, rudeness, scolding, sauciness, greediness, argumentativeness to attract attention, desire for notice, too ambitious with slight envy, jealousy of other children, whining, sulkiness, negative attitude toward everything, too much pride, undue self-esteem, sensitive to slights, not affected by praise or blame, too much play of imagination, imitation of what is harmful and bad from

other children, running away, desire to visit continually, disposition to be out of nights, uncommon mischievousness, curiosity, spying into things, repeating things heard, wants good time to the exclusion of everything else, restless desire for something new, nervousness, somnambulism from eating too much candy, no will-power, untidiness.

From the parents' list it will at once be seen that in the children cited in these papers little else than "selfish" traits appears. The different standpoints of the home and the school are herein made evident. In the home attention is largely centered upon the conduct side of life, while with the teacher the intellectual phase is uppermost. The difference appearing here is, perhaps, in part accounted for by the fact that in many cases the parents are reporting children below school age. No doubt remains, however, that the parents' problem is in dealing with the budding will of the child.

Many of the mothers' contributions deserve publication because they show so well the results of wise experience; that is not possible here, however. Only sufficient extracts are given, therefore, to characterize the conditions referred to in these homes.

Of willfulness one mother says: "In my child I would hardly call it a fault, rather a characteristic. It is a setness of purpose to carry out any plan she has set her mind on. Good, ultimately, but very troublesome in a child whose judgment is not to be relied upon. As an infant she showed impatience and fretfulness at any interference of will." Another: "I think the most serious fault we have found in our baby is that of willfulness, and when corrected a disposition to talk back to us. She has a quick temper but it is not of long duration." A third says "I notice a desire to have their own way, a fault we all possess but one very hard to overcome in children. This is a trait of both sexes."

The first appearance of the traits mentioned in this group is variously stated. The large majority of the expressions of the parents indicate its appearance during the first year of life. Characteristic expressions used are, "as an infant," "as a child in long clothes," "as soon as able to express desire," "ten months," "fourteen months," "six months," "two years to two and a half years," etc.

The causes assigned for these faults are, as we should expect, hereditary and environmental. A grandmother says, "I have a little grandson whose greatest fault is disobedience and abusive language and he is only seven years of age. His mother is very amiable, unusually mild and lovely, but she made an inharmonious marriage and she feels that the child inherits these faults from his father."

Other typical expressions are, "inherited and developed by over indulgence," "the only child and petted by so many," "youngest child and is indulged," "not allowing his will to be crossed," "fault is my own by at first allowing the child to use his own pleasure in regard to time."

Among corrections used, were the following: "Making my children feel that I have their welfare at heart," "talking to and shaming her," "showed her how others regarded her," "corrected by the development of reason and judgment." A full account of the correction of a case of this kind is here given:

"I find the most serious fault of our child to be a determination to have her own way and a display of ill-temper when she finds that she must obey the requests that are made of her. Particularly is this true when she is asked to relinquish any playthings to those with whom she is playing. It does not seem to be selfishness as much as to have her own way, for on some occasions she is quite willing to share all she has; especially is this true of anything in the way of candy or nuts. The fault first appeared at the age of two years. The cause for the fault seemed to be that she had no children with whom to play and was humored too much by parents, relatives and friends. We have used several methods to correct it and found that the best was to have her, whenever she manifested an ill-temper, sit on a stool in a corner facing the corner until she could say something pleasant to us. At first she was some time in making up her mind that she was in a good humor and it was some time before the method took effect, but each time we would insist that we never acted that way to her and that until she could smile at us and look cheerful we did not want to see her face. It has worked nicely. She seldom has to sit in the corner and I think she obeys us much better. And as to displaying ill-temper, she has almost ceased it entirely."

The teasing and bullying period of life is a trying time within the home. The following is a typical case:—"My little boy had the habit of teasing other children, oftentimes pinching them to see them cry. If there were no children around he would at any time slip up and pinch older people and would not let go immediately but hang on, and the more he was told to stop the harder he would pinch, all the time laughing." This trait seems to appear in children between the years of three and five, though one mother says it showed itself as soon as old enough to resist the others. Causes assigned are such as, "inborn," "keeping company with bad children," etc. Violent temper appears at a very early age. Indeed some of our correspondents say in infancy. In its worst form it is often the sign of a neuropathic disposition. Heredity and teasing by other children are the causes most frequently assigned.

"I had two children who had very bad tempers. The boy exhibited this fault from early babyhood, the girl at about three years of age. The cause of the girl's temper was being tormented by other children."

"My little girl possessed a very violent temper. Not only did she give way to it on slight provocation but she seemingly gave way en-

tirely and without reserve. It showed most plainly in her play with her brother. When angry with him for teasing or opposition she was likely to throw, and with intent to hit, the thing nearest to her hand. This temper did not exhibit itself in infancy. She was remarkably sweet tempered as a baby. Still I could account for it only as an inherited trait, and feared that as such it might be permanent. My fears happily were groundless. It was much less noticeable at adolescence, and at maturity she is an even-tempered and self-contained young woman."

Selfishness, in the broad sense, covers all the traits so far mentioned. It asserts itself in various forms. We quote two examples:—"Selfishness—manifested in desiring to be captain, driver or leader in all the games. Taking the best playthings, taking the lion's share of sweetmeats, etc. Desiring to be held or petted to the exclusion of the other members of the family. To be favored in going with father or mother when taking a drive or making a visit. It is most often exhibited in the younger members of the family." "One little girl seemed to fear that I thought more of the other one than of her. The fault was shown when very young, not more than one year old, but was almost entirely overcome before sixteen."

Deception stands very high on all three lists. A majority of the parents fix the time of its appearance at about two years. Examples:—The most serious faults are falsifying and disobedience—lying often resorted to to shield from consequences of willful disobedience—deceiving in various small ways." "The most serious fault has been a tendency to cover up her failings by deception." "I am the mother of three children. At about the age of two it seemed natural for each child to tell wrong stories and to take what did not belong to it." "The most serious fault that I have noticed in my own children and in children in general, is their habit of exaggeration and prevarication—in plain words, lying." "I am both a mother and grandmother and have had a very general knowledge of children all my life, and to my mind the most serious fault of childhood is deception in some form or shape."

Causes:—"Heredity," "As near as I can conscientiously state, his father's family over," "Directly traced to his association with other children," "Just for the pleasure of the thing," "It is trained into children oftener than not by the eternal doubts of parents and teachers." "From parents telling children what they soon learn is false, as that medicine is good when as soon as they taste it they know it is not." "Where children have been punished for telling the truth they get in the habit of lying to avoid punishment," "Parents who lack patience and judgment punish their children so frequently that the children early learn to lie," "To avoid going to school," "Prohibition and suppression."

Methods of correction:—"Moral suasion," "By presenting the example of a truthful boy," Appeal to conscience "through talks of the dear, kind Father," "Paid no attention and she outgrew it." "Asking him to 'be sure' every time he told anything."

The faults of intellect, such as dullness, lack of application, etc., require no word of comment. What was said regarding them when the teachers' list was under consideration applies here. The causes assigned are much the same also. In one case, however, a candid parent says the cause of dullness was, "Too much cordial when a baby, I suppose."

What the parents say of carelessness confirms the remarks made in Part I regarding the need of early training in the formation of habits of care in the child.

Conclusion.

The study serves to emphasize the statement made in the introduction that a norm for judging faults can have relative value only. There will be as many lists of faults as classes of people making them. St. Augustine gave as the seven deadly sins: Licentiousness, intemperance, avarice, sloth, anger, envy, and pride. This is the order in which Dante, later, finds them punished in the Inferno. It would be worth the effort to see how nearly a list of faults given by a large number of modern theologians would conform to this.

It remains to note that, aside from furnishing anthropological material, the chief value of a study of this kind must be of an indirect nature. It is admitted that no definite decision can be reached, as the result of the study, as to what constitutes a real fault. The faults given by each of the three classes are merely the reactions of a class, and the tables given are merely census tables of what each of the classes reporting regard as faults or mean traits. These numerical statements may, however, be safely taken as indicating the degree of seriousness with which the alleged traits are regarded; as such they have real value. The testimonies, of which typical cases are quoted, reflect accurately the minds of those contributing. Truthful pictures of certain traits of childhood are presented and incidentally certain interesting sidelights are thrown on the writers. The teachers who furnished the material for the first part of this study are above the average in their profession, yet one cannot read their contributions without feeling impelled to enter a plea for a closer study of child psychology.

The parents, too, are typical of the better class, yet they recognize the fact that the "mother instinct" may fail of wise direction, and many frankly stated their need of such help as psychology could give in their important task.

This study was begun several years ago when a student of Clark University, at the suggestion of Dr. Wm. H. Burnham, and I wish in closing to acknowledge my indebtedness to him. I wish to thank Superintendent Balliet for advice and suggestion and also to thank those superintendents and others who helped in the gathering of material. I desire also to express my gratitude to President Hall for his interest and help in the work and especially for suggestions on the wider phases of the subject not herein included.

A STUDY IN JUVENILE ETHICS.

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The following questions among others inspired the present study: (1) What is the relative importance of city and of country in creating and shaping ideals of occupations, and of character? (2) Upon what conditions and mental processes do children's judgments of right and justice depend? (3) Are children as selfish as the popular mind and some psychologists declare? (4) What is the nature of the individual strength and the prevalence of sympathy and pity among children?

The material for investigation consisted of answers made to a questionnaire[1] prepared under the stimulus of the above queries. I need hardly say that the investigation led into other problems as well.[2]

The following syllabus was sent to the cities, villages, and county public schools of the State of Virginia and to two grammar schools of Duluth, Minn.

A STUDY IN JUVENILE ETHICS.

To the Teacher:—Provide each child with pen and paper. Read the story and directions three times. Permit no communications. Please have the pupils give their age, sex, and the occupation of their parents. After writing this information have them do the three following things:

1. To write briefly what they wish *to be* and *do* when they grow up.

2. To tell who had the best right to the pony in the following story,—the father, Henry, or the neighbor's son, and give a reason: "Henry's father gave him a pony for a birthday gift, but Henry often forgot to give it food and water and neglected to rub and curry it. By and by it grew quite poor and shabby looking. His father took the pony and gave it to a neighbor's son."

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[1] I have no defence to offer for using the questionnaire method in such an investigation. The results obtained by those using it will either vindicate or banish it from scientific circles.

[2] The following paper is really three in one. But since all three bear directly on the problems of altruism, sympathy, etc., in childhood, it is thought best to present them as one paper.

3. To finish the following story and have it end as they think it should: "It was Pearl Nelson's first day at school. She had looked forward to it with delight, but now she was frightened as she went into the schoolroom filled with strange faces. The rows of desks looked so straight and uncomfortable, and she began to think it would not be very nice after all to sit in one all day long. The little boys and girls all seemed to know each other and she did n't know any of them but Stella May. Surely Stella would speak to her. But no, Stella was very smart in a new frock and hat, and did not notice the poor child in her faded dress. A big lump rose in Pearl's throat. She noticed all the other children had prettier clothes than she had. She hung up her plain little hat on a peg in the hall. The teacher gave her a seat and then did n't notice her any more. The lump in her throat grew larger. She felt as if she would choke. When the bell rang for recess, she ran quickly out of the room, snatched her hat and started home. She did not notice that she had taken Stella's smart new hat instead of her own. But Stella saw it in a minute. She took Pearl's hat, and with several girls ran after her."

Two thousand five hundred ninety-four children returned to me individual papers. Of this number one hundred and thirty-two were negroes; these were not used owing to the limited number, thus leaving for study 2,384 individual cases. Of which number 1,469 were girls and 915 were boys.

The first rubric required two things: (1), to tell what they wished TO BE; (2), to tell what they wished TO DO. Two thousand and sixty-eight individual papers were received in answers to both questions. Of this number 1,537 expressed themselves on what they wished TO DO only, 64 declared themselves on their preferred ideals only, while 467 chose both activities and ideals. These figures show that 26% of all the children chose ideals. 28% of the girls chose ideals and 22% of the boys. That only every fourth child (26%) made a choice of an ideal is due in the first place to the fact that a number of children had not as yet differentiated ideals as pertaining to character from activities and occupations. The girl of 10 who says, "I wish TO BE a dressmaker and make dresses," or the boy of 8 who says, "I wish TO BE a preacher and speak the word of God to sinners" has evidently made no such differentiation. Being and Doing are one with them. In the second place, a number of children are attracted more readily to the active side of life to the neglect of its ultimate aims and ideals. It would seem that both of these classes had no ideals as applied to character. And in the third place, a large number, doubtless, thought that they were to express a choice in activities only,—that being the easier of comprehension.

The fact, however, that 531 pupils including all ages from 8 to 18 years (see Table II), did declare themselves directly on both ideals and activities makes it evident that the differentiation is not beyond the child mind, and raises the suspicion that those who did not do so either had no ideals to declare or were too readily attracted to the occupation phase of the subject. Although a larger percentage (see above) of girls than boys named ideals, yet the former chose only five-sixths as many different kinds. (92) ninety-two different activities were chosen. Of this number 62 were peculiar to the boys, 16 to the girls and 14 were common to both boys and girls, *i. e.*, the boys named (76%) over three-fourths of the activities. This finding agrees with Taylor's (State School Rp't N. Y. 96.), and with Miss Willard's, who (Studies in Ed.' p. 243) finds the boys naming two-thirds of all the activities. We naturally expect boys to choose a greater variety for the obvious reason that their field of choice is larger and richer. A detailed examination of the activities selected by the boys shows that 45 out of the 62 could be and are being performed at present by women. (See list of activities.)

The papers were divided into country and city children, and the following table shows their line up on the questions of preferred life activities and ideals:

		ACTIVITIES.			IDEALS.		
		Common.	Not Common.	Totals.	Common.	Not Common.	Totals.
City Girls,	1,154	15	16		6	13	
Country Girls,	139	15	1	30	6	0	19
City Boys,	663	25	44		3	18	
Country Boys,	112	25	8	76	3	3	24

(Common refers to those activities and ideals chosen by both city and country children.)

Activities (Common).

Boys: Artist, blacksmith, book-keeper, carpenter, civil engineer, doctor, drummer, editor, engineer, electrical engineer, florist, farmer, lawyer, merchant, mechanic, musician, plumber, preacher, sailor, soldier, statesman, teacher, telegraph operator, undertaker.

Girls: Artist, bookkeeper, clerk, elocutionist, housekeeper, married, missionary, music teacher, seamstress, stenographer, teacher, trained nurse, traveller.

Activities (not Common.)

Boys (city): Actor, architect, author, banker, barber, bookbinder, butcher, brick-mason, business man, clerk, contractor, chemist, dentist, druggist, detective, fisherman, hobo, tramp, horse-jockey, insurance agent, journalist, military offi-

cer, miner, manufacturer, missionary, naturalist, naval officer, painter, photographer, poultry yard, postal clerk, priest, printer, prize fighter, R. R. man, real estate agent, ship builder, stenographer, stock raiser, superintendent, tailor, tobacconist, travel.

Boys (country): Cigar maker, depot agent, fireman, hunter, post master, shoemaker, teamster, telegraph messenger.

Girls (city): Actress, author, bookbinder, cook, doctor, do what I please, druggist, inventor, laundress, milliner, old maid, optician, printer, telegrapher, telephone girl, travelling companion.

Girls (country): Worker of the Lord.

Ideals (Common.)

Boys: Christian, good, honest.

Girls: Altruistic, Christian, cultured, good, honest, noble.

Ideals (not Common.)

Boys (city): Cultured, congressman, do my best, get a home, good time, go to heaven, Gov. of Va., gentleman, fraternity, great man, healthy and strong, inventor, nice and polite, rich, well thought of, Pres. of U. S., success, smart.

Boys (country): Help others, kind, true.

Girls (city): Beauty, do my best, famous, generous, healthy, independent, lady-like, obedient, popular, society life, successful.

A comparison of the country children with the city children on the above lines shows that the country children selected only one-half (49 country—100 city) as many activities and not quite one-third as (12 country—40 city) many ideals as their country cousins. This might be interpreted as showing a greater conservatism among country children. Perhaps it is nearer the truth to say that it reflects a narrower range of knowledge in such matters on the part of country children. The country child may have heard of such activities as "contractor," "stenographer," "tailor," "barber," "bookbinder," etc., but he has never seen them in the concrete and they are therefore more or less unreal to him.

It is suggested in this connection that the small range of choice among the girls in both activities and ideals is not so much an expression of conservatism as it is of an unfamiliarity with the larger field of activities and ideals well known to their brothers. The fact reflects a difference in training and experience rather than any innate conservatism. (See Table I.) The number of girls is nearly twice that of the boys, yet they named only one-fourth of the activities. The returns show that they are more likely to give a reason for their

choice. 19% of the girls and 16.8% of the boys gave a reason for their choice.

Of the 2,068 who made a choice of activities 311 gave either a selfish or an altruistic motive as a reason. They were purposely not asked to give a reason, on the grounds that if any did do so it would more likely, than otherwise, be spontaneous, definite, and free from any sort of deception. For these reasons more than the usual value is attached to the evidence.

Their answers divide into three parts: (1), those which can not be interpreted as either altruistic or selfish, *i. e.*, they are neutral or indifferent; (2), those who assign an altruistic motive as a reason for their choice, and (3), those who justify their choice by a selfish motive. Typical answers of the different groups follow in the order named.

Indifferent Group.

1. F., 8. "I want to go off to school and come back and teach."
2. F., 12. "When I am grown I want to be a central girl in the telephone office."
3. F., 12. "I wish to be a type-writer. If not needed I would like to be a good housekeeper."

TABLE I(A).

Of Boys' Occupations Grouped into Kindred Classes.

		Trades and manufactures.	Farmer.	Professor and teacher.	Doctor.	Lawyer.	Less common professions.	Missionary and preacher.	Army, navy, Police Sup't, postal service.	Artist, Musician, Actor, Orator.	Prize fighter, horse jockey, hobo, fisherman.	Merchant.	Commerce.	R. R. Man and travel.	Technical.	Stock and poultry raiser.
AGE.	No.	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
8	18	16	11	5.5	5.5	5.5	0	11	11	0	0	22	33			
9	16	0	18	0	12.5	18	0	0	6.2	6	∞	25	37			
10	44	9	13	0	11	13	0	6.5	11	2.5	0	13	27		4.5	
11	78	12	5	2.5	8.8	11	2.5	5	7.5	5	0	14	28		10	
12	146	13	2.7	1	11	8.8	2.7	4.7	6	3.4	.6	11.6	24.6	5.4	6	.6
13	166	8	4	1	15	7	6.6	2.4	7	4	.6	9	20	4	20	0
14	172	11	2.9	.5	10	5	6	2	8	2.9	.5	5	15	2.9	13	2.7
15	95	9	0	1	9	2	3	1	9	6	2	8.4	23	1	21	
16	28	21	0	1	11	11	7	7	3	0	0	0	18	3	18	
17	6	0	16	1	16	16	16	0	0				0	16	0	
18	2		0	0	0	50	0		0						50	
Total	771	11	4	1	11	7	4.4	3	7	3.7	.6	8.7	21.7	3	13	.7

4. F., 12. "I have not decided at present what I would like to be,

but I think I would like to be a musician or a scientist, and the height of my ambition is to be a Ph. D. of Cornell University."

5. F., 14. "I wish my work will be that of a trained nurse."

6. F., 15. "First of all I wish to be a good and noble christian woman, for this is the first duty we owe our Creator. I would like to be well educated and an accomplished musician. I wish when I have finished my studies here at the High School to continue them in some good Female Institute, graduating with honor and credit. Further than this I have not thought what I would like to do when grown."

TABLE I(B).

Of Girls' Occupations Grouped in Kindred Classes.

AGE.	Teacher. %	Housekeeper, Wife, Cook. %	Old Maid. %	Seamstress, Milliner. %	Author, Inventor. %	Artist, Actress, Musician, Elocutionist. %	Telephone, Telegraph, Clerk, Typewriter, Bookkeeper, Stenographer. %	Doctor, Nurse. %	Printer, Book-binder, Laundress. %	Missionary, Help Parents. %	Do what I please. %	Druggist. %	NO. AT EACH AGE. %
8	67.5	7	0	5	0	10	2.5	0	0	5	0	0	40
9	57.0	0	3	5.4	0	19	3	5.4	0	5.4	0	0	37
10	70	7	0	3.5	0	15	9.7	0	0	3.5	0	0	57
11	52.0	5.3	0	2	3	11.8	15	3	0	3	2	0	93
12	43.6	5.8	.5	12	1.4	18	15	1.9	0	7.2	.5	0	206
13	36.0	1.6	.3	9.3	2.2	17	22.6	1.3	0	2.2	1.9	0	309
14	30.6	3.2	.4	7.3	2	15.9	22	3.2	1.2	6.9	3.2	0	245
15	26.0	1.7	0	6.8	1.1	26	17	4.5	0	2.3	3.9	.6	176
16	19.7	5.2	1.4	6.6	1.3	14.4	26.3	6.6	0	7.9	2.6	0	76
17	40.0	11.4	0	2.9	0	14.3	17.1	5.7	0	5.7	0	0	35
18	53.0	7.7	0	0	0	7.7	23.1	7.7	0	0	0	0	13
	486	49	5	98	21	221	236	37	3	50	26	1	1287
Total	37.7	3.8	.4	7.6	1.6	17.1	18.3	2.8	.2	3.8	2	.08	

8. M., 14. "I would like to be a dairy farmer. I like to be around cows and I can usually get along very well with the animals."

9. M., 13. "I wish to be a carpenter and understand my work well."

10. M., 11. "I wish to be a noble man and a noble character, not chew, nor smoke nor drink. I want to be an engineer."

11. M., 11. "I wish to be a christian; and second, I wish to be a lawyer if I have enough sense."

12. M., 12. "When I am a man I want to be a farmer. It is the happiest life in the world. I want to drive pretty horses. I am going to fish when I get grown in the country. You see the apple blossoms. I want to hunt when I get grown. I can run birds now."

13. M., 10. "I had rather be a farmer and raise wheat and grass and *not* tobacco."

14. M., 11. "I wish to be an honest, intelligent man well educated, and a merchant like my father."

15. M., 11. "I want to be a printer and make proofs."
16. M., 16. "I intend to adopt a profession, but which one I have not yet decided. Whether it be low or high I shall make it honorary before God and man."
17. M., 17. "I would like to be a lawyer and defend my clyant."
18. M., 12. "I want to be a machanical engineer because mechanics always had a fascination for me, I love to look inside of a locomotive or anything that has machinery about it. I want to go about this country and others so as to study all about it."

Altruistic.

19. F., 8. "I want to be a teacher and help my parents."
20. F., 12. "When I am a woman I would like to be an artist, so I could paint fine pictures, and send them to the asylums, and to people who cant go around and see places."
22. F., 8. "When I grow up I want to make fine dresses because Mamma is a dress-maker and I do not want her to be a dress-maker, because I am afraid she will get sick. I want to make dresses for the college girls."
23. F., 14. "I would like to be a missionary and go to foreign lands to teach the heathen."
24. F., 15. "It is my desire to be an artist. I would like to paint pictures and sell them for high prices. And if I made a good artist and plenty of money I would help the poor and helpless, give plentifully to churches and hospitals. I would do all the good I can." F., 15. "I want to be a trained nurse so I can help to wait on the sick."
25. F., 14. "I wish to be when I am grown up an honest business woman and a good housekeeper and to do all the good I can to make others happy in every way."
26. M., 10. "I wish to be a preacher and speak the word of God to sinners."
27. M., 11. "I want to be in the army or navy when I am grown, because I shall have a chance to serve my country, and to grow up sturdy and strong."
28. M., 12. "I want to be a good noble man, a merchant. I want to take care of my mother and father when I get grown and they get old."
29. M., 13. "I wish to be a doctor and shall always try to see the poor people first."
30. M., 14. "I wish when I am grown to be a first-class stationary engineer and also a decent, respectable young man of good habits. I also expect to take care of my mother, father and sisters as long as I am able, so far as getting married I cannot tell yet, and one other thing I wish to remain faithful to God as long as I live."
31. M., 17. "I would like to be a man of fine character and assist in some religious work."
32. M., 13. "When I finish my education, I wish to be a teacher; so as to help others out in their education."
33. M., 13. "I hope to be a Sup't of a R. R.; so that I could make enough money to build an institution for the blind and be of some good to the world."
34. F., 13. "When I am grown I should like to be a comfort and stay to my mother and father, and provide a home for them in their old days, that is if the "Good God" wills it so. I would not care for riches and elegance, but a comfortable, neat, and tidy dwelling, and make life happy and pleasant for them. After we became settled I would take them on a trip to the "Old World," and visit the homes of

our ancestors, after there we would settle down and live in our cottage until God forbids, and takes them away."

Selfish Group.

35. F., 7. "I want to be a rich married lady. I want a pretty husband and I want people to bring me flowers."

36. F., 7. "When I get grown I want to be married and live in a pretty house and I will send out my washing."

37. F., 8. "I want to be a rich lady. I do not want to do anything."

38. F., 8. "I want to be a store-keeper because I love candy then I can get as much as I want."

39. F., 9. "I wish to be a rich lady and have a summer home in the country and a winter home in the city."

40. F., 9. "If I am poor I shall work and if I am rich I shall not do so."

41. F., 10. "When I am grown I want to be a school teacher, because I think it is a nice occupation for a woman."

42. F., 12. "I would like to travel to various parts of the world. I would like to have a summer home in the mountains of Va."

43. F., 15. "I would like to be very wealthy and travel all over foreign countries. I would build me a fine country residence and furnish it very fine."

44. F., 15. "I would like to be a rich man's wife, and live very happy."

45. F., 18. "I wish to be well educated, then teach and travel around on my money and have a good time."

46. F., 15. "My desire is to be wise and do something that nobody else has ever done."

47. M., 13. "When I am a man I want to be a post-master so I can look over the letters, and live in New York."

48. M., 13. "I want to be a sailor. After receiving a good education I would go into the navy. I think a sailor has the jolliest time in the world roaming over the deep."

49. M., 15. "When I am a man I want to be a book-keeper, because there is good pay in it, then it is nice work."

50. M., 12. "When I am grown I wish to become a good man. I have not yet decide what I would like to do. I would not like to be a doctor, nor a preacher. A lawyer has a very good place if he does not tell too many stories on the case he is trying.

"I would not like to work on the train because the men do not get a very good salary, and besides, their lives are nearly always in danger. A soldier in the army is in danger too. I would like to own a farm and live on it and have my business in a city not far from my home."

51. M., 16. "I wish to be a mechanic and do the work that pays the best."

52. M., 16. "I wish to be a lawyer in my native State; and I would like to be a senator."

Eight per cent. of the 2,068 children were altruistic and six per cent. selfish. Among the 775 boys 9% were altruistic and 7.8% were selfish. Of the 1,293 girls 8.2% were altruistic and 5.7% selfish. From these returns, then, it appears that the altruism of the boys and girls is about equal and that the altruism of both boys and girls from 7 to 17 years inclusive exceeds their selfishness. Particular attention is called to the fact that the higher percentages of altruism are not confined to the adolescent years (see Table II A and B).

Altruism is in excess of selfishness among the city boys at ages 8, 11, 13, 14, 16 and 17; selfishness is in excess among the same class at ages 9, 12 and 16. Among the country boys, there are more altruistic at ages 7, 8, 10, 11 and 12 than there are selfish ones. The reverse is true of boys of the same class at ages 13, 14. Among the city girls, there are more altruistic than selfish from ages 9 to 15 inclusive. At seven the two impulses balance, while at 8, 16, and 17 selfishness predominates. Among the country girls, ages 8, 13, 14 and 16 show an excess of altruism over selfishness, the reverse is true for the same class at ages 10, 11, and 12. Their is no evidence either way at ages 9 and 15. The country boys show a higher percentage (14%) of altruism and a lower percentage (5%) of selfishness than the city boys—percentages for the latter being 8.3% altruism and 6% selfishness. The country girls are more altruistic (10%) than the city (8%) girls, they also show a higher percentage of selfishness (see Table II). The literature on altruism *vs.* selfishness, pronounces the pre-pubertal child selfish and the adolescent altruistic. Published papers on "Children's Ambitions,"[1] "Children's Hopes,"[2] "The Collecting Instinct"[3] and "Psychology of Ownership,"[4] give the impression that the pre-pubertal child is altogether selfish, that the selfish instincts control the majority of his activities. This uniform verdict, I am persuaded, is due to the fact that they were all studies made exclusively on "selfishness." These investigators consciously and unconsciously magnify the subject of their papers. The altruism of childhood—pity, sympathy, self sacrifice, generosity, have all yet to be studied. When the evidence is all in on this phase of child life, we shall doubtless have to modify our conceptions of the intensity and extent of the selfish instinct. The present investigation points unmistakably in that direction. Furthermore, the interpretation of the large percentage of boys in certain localities who choose money making occupations as reflecting innate selfishness is highly questionable. Training and environment will fully account for such phenomena.

My attention was attracted to the frequent declaration made by the country girls that they desired to do *this* or *that* "in order to be independent," "in order not to be dependent upon others," or "in order to make my own living." An "official"

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[1] Willard, H. M.: Children's Ambitions, Studies in Ed. pp. 243-252.
[2] Taylor, J. P.: Children's Hopes, Rep't State Supt. Pub. Ins., N. Y., 1895-96.
[3] Burk, Caroline Frear.: "The Collecting Instinct," *Ped. Sem.*, July, 1900. Vol. VII. pp. 179-207.
[4] Kline and France: "The Psychology of Ownership," *Ped. Sem.*, Dec. 1899. Vol. VI. pp. 421-470.

count showed that 10% of the country girls and 1.8% of the city girls had expressed themselves on the matter of independence—an interesting item for the sociologist and the statesman.

TABLE II (A).

Of City and Country Boys from 7–18 Years showing the Percentages of Imitatation, Selfishness, Altruism.

AGE.	No City.	No. Country.	% EXPRESSING IDEALS. City.	% EXPRESSING IDEALS. Country.	% IMITATION. City.	% IMITATION. Country.	% SELFISHNESS. City.	% SELFISHNESS. Country.	% ALTRUISM. City.	% ALTRUISM. Country.
7	0	4		50	0	0	0	0	0	50
8	12	6	16	50	32	33	8	0	16	33
9	11	5	18	20	27	20	18	0	9	0
10	31	13	16	7	19	38	0	8	0	15
11	40	38	45	26	12.5	21	10	2.6	12	16
12	138	8	21	62	13	25	6.5	0	3.6	12
13	157	9	14	0	13	0	6	22	9.5	11
14	160	12	23	16	7	16	7.5	16	8	14
15	85	10	23	10	16	0	17.5	0	9	0
16	25	3	36	0	8	0	4	0	24	0
17	4	2	0	0	0	0	0	0	0	
18		2	0				0		0	
Total	663	112	22	25	13	18	8	5	8.3	14

18% of the country boys and 13% of the city boys chose the occupation of their fathers. To speculate: the greater imitativeness in the country lad may be due to conservatism, to a narrower range of knowledge, and to a more intimate acquaintance with his father's occupations and interests. To many a city boy his father's occupation is unknown until he is quite a lad, and even when grown his acquaintance with it may be very vague. The city boy, therefore, is less likely to be attracted to his father's life work.

Teaching is by far the favorite occupation with girls at all ages without exception. The highest percentage occurs at 10 (70%) and the lowest at 16 (19%). Miss Willard and Mr. Taylor both find that teaching gives way to dress-making at 13. These studies were made some ten years ago when the percentage of women teachers was less and the teaching profession held in lower esteem than at present. The number who selected teaching for the sheer love of it, for a larger opportunity "to serve and help others," for "the good I might accomplish," is small compared with those who choose it because it is "nice," "respectable," because it brings social prestige, and furnishes a convenient and comparatively sure means to a more prosperous, highly esteemed and cultured life. They say that they prefer it because it is "easy," "lady like," "genteel," "I shall be well liked." Some of this type express

TABLE II (B).

Of City and Country Girls from 7–18 Years showing the Percentages of Altruism, Selfishness and Independence, etc.

AGE.	No. City.	No. Country.	% EXPRESSING IDEALS.		% INDEPENDENCE.		% SELFISHNESS.		% ALTRUISM.	
			City.	Country.	City.	Country.	City.	Country.	City.	Country.
7	0	6					33		33	
8	26	10	19	30			9		4	10
9	33	4	12	50			5.8		8.8	
10	36	21	16	43			8.5	4.6	11	
11	81	12	18	8	5	9	2.4	16.6	6	
12	193	13	20	38		8	3.7	8	7.9	
13	302	6	23.8	33	1	16	3.9	16.6	6.9	33
14	233	12	30.9	42	1.5		5.4	16.6	11.3	25
15	163	13	34	15	2.4	8	6.7		7.9	
16	63	13	41	69	.3		16	8	14.3	23
17	21	14	38	50	9			64	14.3	28.5
18	3	15	33	50				10		10
Total	1154	139	26	38	1.8	10	5.5	8	8	10

a desire to teach so long as they "have to," or until they "get married," or "until sufficient money is earned to defray the cost of an art or musical education, or of a trip to Europe," etc. The following table shows that teaching as a life occupation does not become an ideal until 12, while it is chosen as a means to "something better" at the age of 10. Ages 8 and 9 gave no reasons save a few of an imitative sort.

Ages,	10	11	12	13	14	15	16	17	18
Teaching as an ideal,			2.6%	7.4	4.8	6.9	11	28	
Teaching a means or a trade,	10%	7.1	6.5	5.5	12.8	4.6		66	16

The attitude of these school girls toward teaching as a vocation is a faithful picture of its present status among their grown up sisters. Teaching has at last become altogether respectable. The daughters of our worthiest families in every section give some of their most buoyant years to the work. And this is a decided gain to the public free school system. One of the virtues of the Jansenists was their advocacy of woman's active participation in education, and from that time to this the gradual growth of the feminine ideal in education has proved an inestimable blessing to the child and the race.

Now all this rings true, and who would gainsay it? Yet a survey of actual conditions persuades one that "It is too much of a good thing." A certain amount of electricity is a wholesome therapeutic, but over 500 volts sent through the human body is dangerous to life. The phenomenal high percentage

of women teachers, the conditions favoring a still higher increase, and the rapid exit of men from the field of primary and secondary education may justly provoke apprehension among educators and parents. In some sections the teaching force is composed entirely of women, the majority of the school officers and several members of the school board are women. The influence of a male teacher is not encountered until the high school is reached, and even then for only a small fraction of the time, owing to the preponderance of women in the faculty. This condition may in some measure account for the small percentage of boys completing the high school course. Even boys in the grammar grades are known to quit on account of the lack of male teachers. I have witnessed a few such cases.

No one desires to alter the ratio of female to male teachers in the primary schools. Experience has demonstrated woman's admirable fitness for this work. The zone of desirable change in favor of a higher percentage of male teachers is in the grammar and high schools. Preaching and agitation, however, will not change the present undesirable ratio. The returns show (see Table I A and B) that one boy out of every hundred chose to be a teacher. The teaching profession must be made more attractive from several standpoints before our more promising young men will devote the best of their years in its service. Professor Munsterberg has made some timely observations in this connection.[1] "Social honor, large income and the delights of productive work draw to German Universities the best material. Nothing similar stands as yet as a temptation before the young American. Our best young men must rush to law and banking and what not. (See Table I a of present paper on this point.) The American is not anxious for the money itself; but money is to him the measure of success, and therefore the career needs the backing of money to raise it to social respect and attractiveness, and to win over the finest minds."

Next to teaching comes "commercial-business;" occupations among the girls such as clerking, booking, typewriting, stenographic and telegraphic work. The artistic life (artist, actress, musician, etc.,) is a close second. The fourth favorite occupations are seamstress and milliner, while the fifth favorite belongs to the time honored professions of doctor and nurse. For convenience some of the occupations among the boys as with the girls were grouped, *i. e.*, counted together, *e. g.* Trades and manufacturers includes machinist, tailor, barber, miner, painter, printer, blacksmith, carpenter, shipbuilder, undertaker, etc.

[1] Munsterberg, Hugo: Productive Scholarship in America. Atlantic Monthly, Vol. LXXXVII, pp. 615-629. May, 1901.

Others, for obvious reasons, were counted separately. Of this latter class the doctor ranks first, 11% for the boys, followed by merchant 8.7% and this in turn by lawyer 7%. Farmer ranks fourth 4%—doctor, merchant, lawyer, farmer is the order for these ungrouped occupations.

Commerce 21.7% (banker, business-man, drummer, tobacconist, insurance agent, real estate agent, book-keeper, etc.,) and technical 31% occupations, lead all others among the grouped occupations. Public-service (army, navy, police, superintendent, postal service, etc.,) and the less common professions rank next.

Pony Story.

The second rubric required two things: (1) to tell who had the best right to the pony, (2) to give a reason.

Over two thousand children responded and of that number 1,982 were creditable papers. These formed the basis of my study. 1,212 were girls and 770 boys.

As was anticipated three dispositions were made of the pony: (1) it should belong to the father, (2) it should belong to Henry, (3) it should belong to the neighbor's son. The following cases show this together with the reasons assigned.

Father Group.

1. M., 8. "I think his father ought to have the pony because Henry would not tend to it."
2. M., 9. "His father ought to have the pony, because he would take care of it, and feed it, and give it water."
3. M., 9. "I think the father had the most right to the pony, because he paid his own money for it."
4. M., 12. "The father had the best right to the pony, because he had the rule over the boy and if the boy did not take proper care of the pony, the father ought to have it."
5. M., 12. "I think Henry's father had the best right to the pony, because the neighbor's boy might not attend to the pony either."
6. M., 15. "His father because he did not want to see him treated unkind."
7. M., 15. "Henry did n't deserve the pony, if he did not take care of him, and the neighbor's son deserved it if he treated the pony well; otherwise the father deserved it."
8. F., 8. "The father had the best right to the pony, because he paid his money for it."
9. F., 8. "Henry's father ought to have made him feed the pony, and keep it."
10. F., 8. "I think the father had better keep the pony, because the N's son might do him just the same as his son did him. And the father would treat him best of all."
11. F., 11. "The father, because when he gave the pony to Henry he saw how the pony was treated. So he gave it to another boy."
12. F., 9. "I think the father had the best right to the pony, because Henry would n't feed it and take care of it, so the father did n't want the animal to starve on his place and he had the right to give it away."

13. F., 14. "I think that Henry's father had a right to the pony, he gave it to him, and as he did not attend to it right he could give it to whom he choose, and then the father had control of his son till he becomes of age."

14. F., 14. "It depends upon the age of the boy, because if he is not 21 years of age his father possessed him."

15. F., 14. "I think his father should give his boy another chance to care for the pony and then if Henry does not he should give him to the N's son to let Henry see that you can not have things if you dont tend to them."

Henry Group.

16. M., 9. "henry had the best right to it, because henry was the first one the father gave it toe."

17. M., 12. "Henry had the best right to the pony because his father gave it to him. Henry's father did not have any right to the pony after he had given it to his son, unless the boy gave it back to his father."

18. M., 12. "Henry had a legal right but not a moral one to the pony, because he would not give it proper attention. The father gave his right to the son; therefore the N's son had no right to it."

19. M., 9. "I think Henry ought to have the pony because his father gave it to him."

20. M., 14. "I think Henry has the most right to the pony because his father gave it to him first. The N's son might not have taking care of the pony either. And the father had no right to take it away from him after he had given it to him."

21. F., 9. "I think that Henry ought to have the pony because his father gave it to him."

22. F., 12. "I think Henry ought to have the pony, because if you give a gift, you ought never to take it back."

23. F., 11. "I think Henry had the best right to the pony, because his father gave it to him, and you cant take back what you have given away."

24. F., 14. "I think Henry had the best right to the pony, because his father had given it to him, and should not have taken it away from him, but taught him to take care of it."

25. F., 15. "Henry, because it was a birthday gift."

Neighbor's Son Group.

26. M., 10. "The N's son had the best right to the pony because Henry's father gave it to him."

27. M., 11. "The N's son ought to have the pony because he would feed him and give him water."

28. M., 11. "I think the N's son ought to have it because Henry would n't feed or curry it and take good care of it and it got poor and the neighbor's son would."

29. M., 12. "I think the N's son had the best right to the pony (1) because Henry was so lazy that he did not deserve the pony, (2) because Henry often neglected to feed, water, and curry him and the pony would suffer, (3) because he deserved to be punished."

30. M., 14. "I think the N's son had the best right to the pony because Henry did not treat the pony right and did not feed and curry it and because his father did not make him tend to it and gave it away instead."

31. M., 14. "If the father told the boy that if he treated the pony cruel he would take it away from him, the neighbor's son had a right to the pony, but if he did n't Henry had a right to it."

32. M., 12. "The neighbor's son. The father had a right to give

the pony away because a father has the right to do anything he wants to until his son is 21 years old. He has given it to the neighbor's son and therefore it belongs to the son because the father of Henry has no control over the neighbor's son."

33. M., 15. "The neighbor's son because when the father gave it to his son, he having control of his son also had control of the pony, but when he gave it to the neighbor's son he lost control of the pony."

34. M., 18. "I think the nabors son had the best rite to the pony becaus he was kinder to ward it.

F., 10. "The neighbors boy ought to have the pony because he took care of it."

35. F., 11. "I think the neighbor's son ought to have the pony. Because the N's son was a good and kind boy that would take care of poor creatures."

36. F., 10. "The neighbors son ought to have the pony because Henry would not tend to the pony."

37. F., 11 "The neighbors son had the best right to the pony, for Henry would not feed and water it, and the father gave it to the neighbors son."

38. F., 15. "I think that the neighbor's son ought to have the pony because Henry would not attend to it."

39. M., 12. "Neighbors son because father is too large and the pony is more suitable for a boy who tends to it."

40. M., 12. "I think that the neighbor's boy ought to have the pony because the father gave it to him. If Henry would have taken care of the pony his father would have let him keep it."

These answers present the typical reasons assigned for the best right to ownership in the three possible cases.

The rights of the father are based on the following reasons: (1) It belonged to the father first, he paid his own money for it, he was the first owner, bore the expenses of feeding it; (2), Father had the best right by law. Henry was a minor and could not hold property in his own name; (3) Father had the best right to it because Henry neglected it, besides it was not known that the neighbor's son would treat it properly; (4), The father pitied the pony, and his kindness and thoughtfulness toward the pony entitled him to it; besides the N's son had given no proof that he would treat it any better than Henry; (5), The father giving it to whom he pleased showed that he was the real owner; (6), The father should own it that he might teach Henry a lesson; (7), A few state that the father should own the pony without giving a reason.

The reasons assigned for Henry's ownership are few. The most frequent reason given is (1) That it was a birthday gift and that you cannot take back what you have given away. The second most frequent reason given is that it was Henry's by right of gift and he should have been made to take care of it. The third group, consisting of ten girls and six boys, gave no reason.

The reasons why the neighbor's son should own the pony grouped themselves as follows: (1) It was a gift to the N's son. A father may have the right to take away gifts from his

own son but he has no right to take back a gift made to some one else's son. (2) The neighbor's son because he took care of it, was kind to it. (3) The neighbor's son should have it because Henry neglected it (idea of punishing Henry). (4) It belonged to the N's son because Henry's father could do as he pleased with it. (5) The N's son should have it because it would serve as a lesson to Henry, he deserved punishment for his ungratefulness. (6) As in the two previous groups some gave no reason.

Of the 1,212 girls 416 (34%) judge the father to have the best right; 190 (15%), Henry; 606 (50%), the neighbor's son. And of the 770 boys 231 (30%) rest the best right in the father, 153 (20%), in Henry; and 386 (50%) in the neighbor's son. These figures acquire some significance by examining the principles on which the children based their decisions. These reasons and principles have already been given in detail. I summarize and restate them again for convenience of further explanation.

(1) Sympathy, mercy and pity toward the pony, (2) Sympathy and kindness deserve their reward, (3) Neglect, cruelty and ungratefulness deserve punishment, (4) Economic considerations, (5) Legal, (6) Custom.

1. *Pity, Mercy and Sympathy.* These emotional sentiments, operating as motives, determined the judgments of 24.2% of the boys and 25.5% of the girls and they are strongest at the ages of 15 for both sexes: 28.3% for the boys and 29.2% for the girls. Some decide in favor of the father and others in favor of the neighbor's son. In either case property rights are a secondary matter, the welfare of the pony is the uppermost desideratum. I interpret this as reflecting not only sympathy among children for animals but an altruistic and unselfish trait.

2. *Sympathy and Kindness Deserve their Reward.* Here the welfare of the pony is not so much in mind as is the desire to reward kindness to dumb creatures. They place a premium on kindness. The decisions in this group were all in favor of the father.

3. *Neglect, Cruelty and Ungratefulness Deserve Punishment.* This group showed a decided spirit to punish neglect, cruelty and ungratefulness. Henry by his ungratefulness and cruelty not only destroyed his property rights but rendered himself amenable to punishment and liable to a lesson through consequences. The notion of punishing the boy by means of the "consequences" is confined almost entirely to the girls, a slight justification of Spencer's theory on this question. The numerical strength of this group is 25.3% of the boys and 26.6% of the girls. It is strongest at the age of 8 and 17 for the boys and 11 for the girls.

4. *Economic Considerations.* The laws of trade, barter and sale, simple honesty and justice are all principles underlying the father's rights. He bought and paid his own money for the pony, bought the food which the son failed to give it and furnished it pasture and shelter. These are all commercial considerations. They are met with from boot-blackdom to the stock exchange; profit and loss not mercy and kindness operate on this plane. Many in this group give as an additional reason the old principle of priority—the father was the first owner. This eye for an eye and tooth for a tooth justice principle is strongest for boys at twelve and for girls at thirteen.

5. *Legal Reasons.* Decisions made on this principle occur most frequently at the age of 16 for boys and at 18 for girls. They hold that both pony and boy belonged to the father and that he could do with the pony as he chose. If he chose to give it to the neighbor's son, however, he would relinquish all property rights therefrom.

6. *Custom and Taboo.* Property rights "running with a gift" appear to be unalterable and very real to a large group of children—25.5% of all the boys and 21.9% of all the girls. Both Henry and the neighbor's son are judged to have the best right to the pony on this ancient principle. Those who make such a decision are unusually positive and decided and defend their judgments with marked spirit. The seriousness of the act of giving approaches in their eyes that of a sacred vow. To them it appears more sacred than a promise or an obligation, it belongs to the category of unalterables. Therefore to take back a gift or to give it to another is severely contemned and opprobrium is heaped upon the one who commits it. Every one recalls how soon the "Injun giver" of our childhood days fell into disrepute. The almost universal use of the term "Injun giver" among English speaking children shows the strength of this traditional custom. Spencer[1] in his chapter on Presents indicates the very ancient custom of present-making, and connects it with the ceremonial rites of sacrifice. It appears that we have here run upon the remnant of a sacred custom that is kept alive in childhood by tradition.

The First Day at School.

The third rubric required the pupils to finish the story of the little school girls and have it end as they thought it should. Two thousand and sixty-seven stories were received, 1,280 were from girls and 787 from boys. Any attempt at classification and grouping of the stories must be artificial and incomplete, and even inaccurate. Their emotional reactions to the

[1] Spencer, Herbert: Principles of Sociology, Vol. II, pp. 96-97.

story were unique and varied. It seems to have aroused all the good fairies and bad fairies of childhood. The climax of Samaritan mercy and the depths of piratical cruelty are well imagined and cleverly described. I submit a classification, despite all its defects, of the stories as it will form a ready and convenient introduction to their nature and content. The main thought in their stories is taken as the typical ending.

Typical Endings of the Stories.

	No. by Boys.	No. by Girls.
Accused Pearl of stealing,	12 %	12.5%
Could not catch her,	.2	.1
Effect of clothes on Stella,	2.9	5
Effect of clothes on Pearl,	3.5	4
Fussed at and scolded the poor girl,	8.9	6.4
Injustice done Pearl corrected by others,	4.8	6.4
Injustice done Pearl corrected by Stella,	7.6	9.8
Inflicted corporal punishment on Pearl,	6.9	2.8
Made fun of Pearl because she was poor,	2.9	4
Pearl runs home to her mother,	7.5	11
Pearl apologizes,	9.7	10.3
Pearl willingly returns to school,	9	14
Pearl unwillingly returns to school,	1	2.7
Pearl never returned to school,	12	7
Pearl is a heroine and wins her way,	2.8	2.7
Pearl learns a lesson to be careful about taking things,	1.4	1.2
Stella apologizes to Pearl,	2	5
Stella is teased by the other pupils,	.6	—
The two girls become friends,	9	11.6
The two girls become enemies,	4.5	2

Some Unusual Endings.

Both girls get new hats.
It wound up in a fight.
Pearl died.
Pearl gets married.
Moralizing.
The teacher is blamed for the occurrence.

"Pearl willingly returns to school" is the favorite ending for the girls (14%); the next in frequency is "accused Pearl of stealing" which is 12.5% for girls and 12% for the boys. The least frequent ending is the quite laconic one "they could not catch her" .1% girls .2% boys. 9% of the girls and 6.4% of the boys make the effect of clothes on conduct a feature in the ending of their stories. The girls seem to regard the influence of dress greater on the rich girl—Stella, while the boys make it more effective on the poor girl. 8.9% of the boys have the story end in a quarrel "fussed at and scolded the girl," only 6.4% of the girls end the story thus. 6.9% of the boys end the story with corporal punishment inflicted on Pearl, 2.8% of the girls use this form of ending. On the other hand 4% of the girls as against 2.9% of the boys indulge in the ending

which describes Stella and her playmates as poking fun at Pearl because she was poor. Mutual apologies and becoming fast friends is a more favorite mode of ending with the girls: girls 26.9%, boys 20.7%. Twice as many boys as girls have the two become enemies: boys 4.5%, girls 2%. These several points square with the usual findings in this field, viz., that girls are as a rule more sympathetic than boys, that boys are more liable to be cruel, to tease and bully. The girls are less liable to end the story unfavorably to the poor girl, they prefer that all shall end well.

The results of an examination of the papers to find the strength of sympathy as expressed either for the rich or for the poor girl are shown in table IV. The papers classified into three groups, *sympathetic, unsympathetic and indifferent.* There are more sympathetic than unsympathetic girls, the reverse is

TABLE IV.

Sympathy—Percentage.

AGE.	BOYS.				GIRLS.			
	Sympathetic.	Unsympathetic.	Indifferent.	TOTAL.	Sympathetic.	Unsympathetic.	Indifferent.	TOTAL.
8	7.7	53.0	39.3	13	50.0	22.0	28.0	32
9	21.9	25.0	53.1	32	61.0	17.5	21.5	57
10	35.3	27.5	34.2	58	44.0	24.0	44.0	75
11	39.3	35.7	25.0	84	44.8	33.0	21.2	85
12	39.7	39.0	21.3	141	33.3	41.4	25.3	198
13	26.6	49.1	24.3	169	43.8	34.0	22.2	297
14	38.8	43.3	17.9	162	41.3	31.2	27.5	240
15	35.2	47.2	17.6	91	54.2	29.0	16.8	179
16	50.0	40.0	10.0	30	54.2	22.2	23.6	72
17	40.0	60.0		5	71.4	22.8	5.8	35
18		(100)?		(2)	60.0	40.0		10
Total	276	329	182	787	556	383	275	1280
%	35.1	41.8	23.1		45.8	31.5	22.6	

true of the boys; also, the percentage of sympathetic girls (45.8%) is much higher than that of the boys (35.1%). A few cases of the sympathetic, unsympathetic and indifferent story-endings are here given.

Sympathetic.

F., 14. "I hope Stella did not scold the little girl for taking her hat as it was a mistake. I hope all the little girls will play with Pearl."

M., 11. "Stella should not have let a crowd of girls with her but gone by herself because she would have frightened her still more. Stella came up with her and got her smart new hat and gave the poor

child her old hat back again, then went back to school while the poor child went on home."

F., 14. "I think it should end that Stella was very ugly in treating the little girl in such a manner, the poor little girl was so hurt and had only taken the hat through mistake, and of course, Stella should not have run after her with so many many girls, but should have gone alone and corrected the mistake."

M., 13. "Stella May could not catch her, so Pearl got home, slipped into her room and locked the door behind her. So Stella May had to wear Pearl's old hat, and Pearl wore Stella May's new hat."

Unsympathetic.

M., 11. "When Stella overtook Pearl, she started a fuss and snatched her hat off her head, and threw Pearl's hat on the ground. Then she ran back to her school, and left Pearl going home."

F., 12. "After they had caught her they took her to the teacher who told her that she must be more careful and scolded her."

F., 12. "In Pearl's haste to get away from the unwelcome place she tripped up and fell into a mud puddle. By this time Stella and the girls came running up to the spot, and Stella seeing her pretty new hat covered with mud of course was very angry, but it taught Pearl to be more particular about whose things she took hereafter."

Indifferent.

M., 14. "They soon found the girl, and Stella got her own hat, and went back to school. The other girl went home and did not come back."

M., 14. "The girl ran after her and got the hat and gave her hers."

M., 12. "I dint know that I had your hat, well sayed, Stella. I will ecqueze you but dont do it again. I am very sorry said Pearl."

The highest percentage of sympathy is shown at seventeen among the girls, at sixteen among the boys. The highest percentage of unsympathetic girls falls at twelve, and for boys at sixteen and seventeen. A further examination of Table IV. shows an increase of sympathy with age among both boys and girls from eight to eighteen. The increase, however, is neither large nor uniform. The unsympathetic spirit remains fairly constant from eight to eighteen among the girls. The boys, however, show a decided increase; in fact their unsympathetic spirit increases more rapidly with age than the sympathetic.

The following are typical of a majority of the endings.

Accused Pearl of Stealing.

1. M., 13. "When Stella caught Pearl She said 'You nasty thief hand me my hat.' The little girl turned around at hearing Stella's voice. Stella said she did it on purpas but Pearl had taken her hat and run. She was called thief the rest of the term until the end of the term but Pearl worked faithful and got the hiest marks on the finel."

2. M., 14. "Pearl was caught after a long chase and the hat taken from her. The other girls would not accept any apologies from her and she was watched very suspiciously from that time although she was not what she was thought to be—a thief.—(Note: If this story was in what are termed the "good books" it would end with a "and

she was happy at school ever after." But that she was not suspected after this little incident, is not "human nature.")

3. F., 15. "At last they overtook the poor child as she trudged tearfully along. Stella's shrill voice rang out and startled her with, 'Why Pearl Nelson you took my hat! aren't you ashamed?' she asked indignantly, 'and left me this shabby affair,' in a tone of contempt as she held up the hat. Could they think she had taken Stella's hat? she asked; 'Certainly she took it,' said one, and after tormenting her until they were worn out they exchanged hats, and skipping gaily away leaving Pearl to go alone her face burning with shame because of the undeserved accusation."

4. F., 10. "Stella called loudly for Pearl, but she did not hear her, but at last she caught her. Stella was very angry and told her she just came there to steal. Then Pearl answered, 'I was in such a hurry that I did not know I took your hat.' With that Stella took her hat and Pearl's too, and ran back to the school house. Pearl ran after her, but Stella would not give her hat to her, and then started away, but soon turned back, and said, 'Stella, I did not mean to take your hat, and—' but here she was interrupted. Stella threw down her hat, and said in a rough tone, 'Here thief, take your hat and go home.' Pearl tried to tell her all about it, but Stella would not hear her. The other girls did not like this, and took up for Pearl. A week passed, and not a school girl saw Pearl. Then as Stella did not have any one to play with, she soon got tired, and determined to go to see Pearl, which she did. Stella knocked at the door, Pearl opened it, and Stella told her that she was sorry for what she had done. Then Pearl told her it was all right, and they became good friends right straight. They went to school next day together. Stella introduced her to the girls, and then the girls began to play with both Stella and Pearl, and everything seemed bright. The teacher told her she was glad she was back at school again, and as Christmas was near, she got many pretty presents, and was happy again with the children. Her father began to have many little customers, as the school children bought all their things from him. And then Pearl, always, not fancy clothes, but nice, neat looking clothes."

Could not Catch Her.

5. M., 10. "Pearl got home without being caught by the girls."

6. F., 10. "Could not catch her."

Effect of Clothes on Stella.

7. M., 15. "I would have gone to her mother and told her that Perl had took my hat by mistake and ask her to please take hers and give me mine, but I guess Stella caught Perl and slapped her to be smart, because she had better clothes. But clothes does not make the lady, it is the behaviour and the smartness."

8. M., 12. "The other children ran after her and told her that she had on Pearl's hat, and when she got home her mother told her she has got some old shaggy hat on, when she saw it she was perfectly disgusted, and when she went back to school she saw Pearl and snatched her hat off of her head, and went on saying "I would n't wear that hat for nothing."

Effect of Clothes on Pearl.

9. F., 12. "When the girls reached Pearl, she had stopped, because she was so tired. Stella May snatched her hat out of Pearl's hand in such manner as to nearly knock the little girl down. After she had gotten her hat back Stella asked Pearl why she had left

school. she was crying now, but she told Stella that she could not go their any more, because those other children had on such nice clothes and her dress was so ugly. Stella felt sorry for her, and told her that she was going home now, and her mother would get Pearl a nice dress. Pearl had no mother and went along gaily."

Fussed at and Scolded Her.

10. M., 13. "Stella and the girls overtook Pearl, and said 'You old rogue; you old poor nothing.' They took Stella's hat and went back to school."

Injustice Corrected by others and Corporal Punishment.

11. M., 13. "The girls caught Pearl and Stella slapped her and made her cry. she went home and told her mother and the next day her uncle came and gave her a pretty hat and dress after that Stella got a whipping and Pearl got along alright."

12. M., 11. "Stella and the girls overtook Pearl and snatched her hat off her. And knocked Pearl down, and got switches and whipped her. Pearl never came to that school any more."

13. F., 13. "When Stella reached Pearl, Pearl gave her hat to her and did n't murmur. Stella threw Pearl's hat in her face and the pin in it stuck her in the eye. From that day to this Pearl has not been able to see. The teacher ever after treated Stella as she had treated Pearl."

14. M., 11. "The girls caught Pearl and exchanged hats, and asked her where she was going and she said 'I am going home.' Then they asked her why, and she said 'because I have n't any pretty dresses to wear and when I went into the school room nobody spoke to me.' Then the girls ran Pearl away and threw rocks at her. When Pearl got home she told her father about it and he got mad and said 'I 'm going to hide near the place where they come by going home and scare them.' late in the evening. When the girls came marching by Pearl's father who had hidden behind the tree made a curious noise and scared them so that they ran back to the school house and told the boys all about it. Then each boy got a club and went marching down there. When they got there they heard a curious noise again and dropped their clubs and went running away. After that the girls went another way, a mile further. Pearl went to the school the rest of the session and did n't have any more trouble and got a good education."

Stella Makes Amends.

15. M., 13. "Stella and the girls caught Pearl after going 200 yards. When one of the girls told Pearl her mistake, she was profuse in her excuses, but when the other girls jeered at her, Stella went up to her, and taking her by the hand, carried her back to school. She gave Pearl her new hat, and after this their were no better friends in school than Pearl and Stella."

16. F., 12. "After Stella and the other girls had caught up with Pearl they asked why she took Stella's hat but Pearl did not answer for some time after awhile she said 'I did not know I had your hat.' 'Well' said Stella 'Why did you run away from school?' Pearl told them why she had gone. The little girls all felt very sorry for Pearl and told her they were coming to see her that evening which they did. Pearl's father was dead and her mother was an invalid Pearl was very poor. That evening sure enough the little girls came to Pearl's house each little girl had a basket on their arm which contained something for Pearl and her mother. One had a nice hat dress, and coat, and another had something nice to eat. Each of the

little girls had something. But Stella had another hat and dress and she actually brought some money for Pearl's mother. The next day Pearl came to school looking very neat and clean, and always did after this."

17. F., 13. "Pearl ran home as fast as she could, and did not stop until she was safe in her mother's arms. 'What is it, dearie?' asked Mrs. Nelson. 'Oh, mother! the girls at school are so mean, not even Stella May would speak to me because I did n't have on a nice frock and hat as they did, and so I came home.' Just at that time Stella May came panting up to the door and Mrs. Nelson asked her to come in and have a seat, until she could recover her breath. After resting awhile, Stella May gave Pearl her hat and said, 'You made a mistake, but it's all right, I don't mind. But why did you run away to-day in such a hurry? I was looking forward to play with you at recess.' 'Well, I came home because you would n't speak to me and I felt lonesome.' 'I could n't, you see we are not allowed to talk in school and I could n't speak to you. Are you satisfied now, come on go back and I will ask the teacher to allow us to sit together.' 'All right,' and Stella May went joyfully back to school with Pearl, and got to school just in time to go in with their line."

Pearl Becomes a Heroine and Wins Her Way.

18. M., 12. "At last they caught up with Pearl and exchanged hats. Pearl told Stella that she was sorry that she had made the mistake, but the girls were very unkind to her and told her that she tried to steal it because her hat was so ugly and had run off because she did not want Stella to know it till she had gotten out of sight, and they laughed at her faded dress. Pearl did not reply but went home crying, and told her mother all that had happened, her mother told her that the next time the girls teased her to look as well pleased as they did, never to speak a cross word, be good and study hard and if she did this the children would stop teasing her and like her. The next day she went to school. Pearl was always bright and cheerful and when Stella teased her she would laugh and look as if she enjoyed it as much as they did. The girls were surprised for they expected her to cry, but she won Stella's and all the other girls love at last and Stella became her best friend, she also won the teacher's esteem. Pearl was a very bright girl and soon stood at the head of her classes. She went to Harvard when she was twenty years of age, then she taught English in Harvard for awhile, then she went home and married a prominent Virginia lawyer."

19. F., 15. "When Stella May caught Pearl she accused her of stealing her new hat. Pearl became angry but controlled her temper and explained to Stella that she had made a mistake. Stella did n't believe her but she took her hat and went home. Her mother had heard all about it and when Stella came home she whipped her for talking so rough to Pearl. Pearl went to school and became a teacher while Stella turned out to be the worst girl in school."

20. F., 15. "When Pearl reached her yard she flung herself down on a bench and burst into sobs. In a few minutes she saw Stella and the other girls coming up the walk. Pearl dashed the tears from her eyes, wiped her face, and sat up very straight. Stella came in and putting Pearl's hat on the bench said, 'Pearl here is your hat, I would like to have mine please.' Then Pearl noticed that she had Stella's hat. 'Your hat? Oh! why certainly I had n't noticed it,' she said coldly. As Stella and her friends departed, she tripped on what seemed to be a small stick; when it moved, however, she found it to be a snake. The others ran but Pearl picked up a stick and killed it. Pearl was very popular after this with all the girls.

Became Enemies.

21. M., 15. "Stella saw it in a minute and got Pearl's hat and some other girls and ran after her and caught her and traided back. Pearl apologized and asked all pardon. They never had any use for each other again."

22. M., 11. "Stella ran after Pearl but she did not catch her until she got home, and she would not speak to her when she next saw her."

Became Friends.

23. F., 10. "When Stella caught Pearl she snatched her hat off of Pearl's head and threw Pearl's hat on the ground. Pearl came to school the next day, she knew her lessons much better than Stella snd Stella asked Pearl to tell her her Geography. Pearl started not to tell Stella but a thought came in Pearl's mind that said return good for evil, then Pearl told Stella the Geography. At recess Stella came to Pearl and said that she was very sorry that she had treated her in that way. After that Stella always went with Pearl.

Pearl Apologizes.

24. M., 13. "When Pearl got nearly home Stella came running after her. she says to her you have stolen my hat. When Pearl took off the she saw that she had made a mistake, and apologised to Stella May but she only slapped her jaws and ran back to school."

Miscellaneous.

25. F., 12. "But Pearl was already around the corner and out of sight before Stella reached it. Now and then they could see her flying figure fly around the corner. At last they saw her dart up the steps of a shabby looking house. They started to follow her, but one of them stopped and looked in at the window. 'Girls! look here she called.' The room was very neat and clean. There was Pearl pouring out her story. The father was reclining on an invalid chair, his face wore signs of suffering. Two little boys played on the floor, on a bed was a child whose thin form and flushed face told them that she was dying. There was a lump in Stella's throat as large as Pearls. 'To think I wouldent speek to her because her clothes wernt as good as mine,' she sayed 'I heard father say Mr. Nelson was a fine man, but he has been crippled all winter and they have enormous bills to pay for doctors and medicine.'

"Pearl was at school next day in a frock as pretty as Stella's own."

26. M., 13. "Stella May called Pearl and said, 'You have my perty hat instead of your old rag.' 'Have I,' said Pearl. 'I did not know I had it,' said Pearl 'I was in such a hurry to go home.' 'No you wer'nt, you were trying to steal my hat,' said Stella. Pearl ran home and told her mama what Stella had said, and they both cried for though, they were poor they were honest."

27. F., 13. "When they caught Pearl they laughed at her and said she did it on purpose. But of course she did not do it on purpose. When Stella May grew older her father lost the money he had invested in bank. She then became even poorer than Pearl. But Pearl did not laugh at her, she was kind to her. Because was a kind hearted child."

28. F., 15. "I would have let Pearl alone so that she could have had the better hat. Stella May could get another hat, but poor little Pearl could not. If I had of been Stella, I would have rather had my pureness and cleanliness in my heart, than to have had it on my body. The Bible tells us 'that God loveth a cheerful giver.' So I think that little Pearl was more of a cheerful giver than Stella May."

29. F., 14. "They all got together and ended in a fight."
30. M., 13. "I think that Pearl and the other girls had a fight over their hats. But they ought to have thought more of themselves.
31. M., 15. "The girls caught her and Stella got her hat. And through Pearl's away. Stella slapped Pearl and she went home crying and the next day she was taken sick, and in a few days she died. Stella heard of the little girl's death, and took it awful hard; she remembered a few days ago when she slapped Pearl."
32. M., 13. "I think they took the hat away from her in a rough manner, and might have given her a good shaking, as that is about the worst thing girls do to one another, and told her that she was tryiug to steal it. None of the other girls and boys ever had anything much to say to her again. I bet you she was never whipped in her studies, if she was whipped in the little trouble. This is to show that some children think themselves above others not dressed quite so well. And another thing, I bet you the little new schollar apologised to Stella, but I do not think that Stella ever apologised to her."

For originality in endings the country children far surpass those of the city, and among the former the boys were more original than the girls. (See stories numbered 14, 19 and 25.) Many of the boys' stories showed some unique, unconventional and even artistic features. While many of the girls showed unusual imagination and sympathy, they lacked variety and originality. The original and artistic impulses, even "in their most primitive form are very much more marked in boys and men than in girls and women."[1]

The child's sense of justice, of striking a balance, of "evening up" matters is expressed in three ways: (1) Injustice is corrected by others, viz., her father, her mother, an aunt, an uncle, a schoolmate, a girl friend, and a rich lady; (2) Injustice is corrected by Stella, who may give her a new hat or a new dress, or money, or invite her to her home, or make full apologies, or introduce her to her schoolmates, or may offer to desk with her, to share lunches with her; (3) By the poor girl succeding in life through her own persistent efforts, superior powers and high character, *e. g.*, she returns to school, wins the prizes and leads her classes; studies hard and becomes a college teacher; heaps coals of fire on her tormentors and rises above them in intellectual attainments, etc.; (4) The injustice is corrected and satisfied by the mysterious forces of luck, chance or fortune. Her father becomes prosperous in business, grows rich suddenly, discovers a gold mine, or she marries a rich man. Emerson's law of compensation has a fascination for a large group of pupils who seek to secure justice by reversing the conditions of the girls. Stella becomes poor and feels the pinches of poverty, Pearl becomes rich and enjoys the comforts of riches. Here, too, their sympathies for Pearl lead them to endow her with superior virtues, although there is nothing in

[1] Ellis, Havelock: Man and Woman, p. 326.

the story suggesting such superiority. Many of the children on the other hand attribute bad virtues to Stella and in so doing often let loose the spirit of revenge.

Corporal punishment is not inflicted because it is deserved (only 3 out 2,067 thought that she really stole the hat) but either to magnify Stella's cruelty, or to give a faithful description of what they think would naturally happen in real life, or to indulge their own thoughtless teasing spirits, the latter motive seems to express itself more frequently among the boys. The following expressions show the various methods by which corporal punishment was inflicted: "smacked her little jaws," "pulled her hair," "punched her in the back," "beat her," "knocked her down, "gave her a good shaking," "whipped her," "pulled at her neck," "pinched her," "hit her in the face," "slapped her three or four times," "nearly beat her to death," "threw her hat pin at her and put out her eye." Nearly 2½ times as many boys as girls wrote corporal punishment endings many of which show signs of thoughtless cruelty and teasing.

A number of the papers have double endings; one in which the writer tells how it ought or should end; and a second in which the writer tells how it actually did end. The former set forth high ethical standards for life and conduct, the latter places human nature at a decided discount. According to this group, what *is* and what *ought to be* are widely separated. The ideal and the real have but little in common for these critical minds, their ideals of conduct have far outgrown their experience with human nature. Hence the greenness, immaturity and artificiality of their ethical standards.

These double endings from twelve years on begin to give way to single ones which are devoted entirely to moralizing on the situation. (See case 28.) The highest percentages of moralizing occurs at 14, 15, and 16.

Summary and Conclusions.

1. In naming preferred ideals and occupations, girls are more conservative in their choice, but are more likely to express their choice and *give a reason* than boys. The same principle obtains between country and city children, *i. e.*, a given number of country boys will name fewer ideals and occupations than the same number of city boys but more of the former will express themselves and give a reason.

2. Imitation is more common among young children and it is stronger in the country boy than in the city boy. Independence, too, is far more common among country than city girls—independence in the sense of being able to care for one's self comfortably. These two facts support the proposition that

the home life of the country child is more effective in shaping ideals and character than that of the city child.

3. The industrial occupations (machinists, farmers, merchants) are preferred by the younger children. The professional and technical occupations increase roughly with age while the industrial and mechanical decrease. 1% of the boys and 38% of the girls wish to be teachers.

4. The judgments[1] of right and of justice among children from 8–18 years are more likely to issue from emotional than intellectual processes.[2] This is strongly supported from the evidence received on the pony rubric. There are two big exceptions to this dominant emotional basis. The first rests on economic principles, those of barter and sale, or according to Ribot on the "principle of equivalence" (the father should have the pony because he paid his own money for it—an intellectual reason). The second exception consisted of a group of judgments based on a semi-sentiment or a taboo running with a gift (Cant take a gift back).

5. Children from 8–18 years as a rule are altruistic rather than selfish. Country children are more so than city children. Girls are far more apt to be sympathetic than boys and are more easily prejudiced too. Evidence on this latter point consists in the fact that the girls through their sympathies for the poor girl (in rubric 3) endow her with virtues which the syllabus does not suggest. The contrast in the advantages and conditions of the two characters prejudice them in favor of the one and against the other. But children are also (and the boys more than girls) cruel in the punishment which they inflict.

6. The returns show that in some homes and schools moralizing has been carried to an excess. They bear the unmistakable stamp of sentimental morality, of a feverish desire to express their ethical views. Some children went at once to probe into the rightness and wrongness of Stella's actions—making no attempt to finish the story which was the very thing they were asked to do. Perhaps after all we try to do too much moral teaching and incite the young to torture out the moral of every story and situation which confronts them, instead of having them get simply the healthy moral tone through suggestion, imitation, and wholesome experience. The fact that many have one code of ideals for themselves and another for human nature at large is very suggestive that their ideals have grown too fast for their experience. The substitution of a healthy moral tone for direct moral teaching, I believe, would help to correct this mushroom growth of moral ideals.

[1] I use the term judgment in the broad "psychological laboratory" sense and not in that of formal logic.

[2] Ribot, Theodore: Psychology of the Emotions, p. 299.

7. Boys are more original than girls, and country children more than city children.

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BOOK NOTES.

The Educational Systems of Great Britain and Ireland, by GRAHAM BALFOUR, M. A. Second edition. Oxford, Clarendon Press, 1903. pp. 307.

The second edition of Mr. Graham Balfour's excellent outline of the educational systems of Great Britain and Ireland contains much new material and gives the main provisions of the Education Act of 1902; an act passed as he believes "in response rather to ecclesiastical pressure than to the united enthusiasm of the Cabinet for education." The general trend of progress in English education since the publication of the first edition is noted in the preface. "In the first place," says Mr. Balfour, "it has proved far more difficult than before to treat the subject in three water-tight compartments as elementary, secondary, and higher. The three grades are in fact becoming parts of that organic whole which it is essential for us to form." This is the only account of the educational system of England we know of that is up to date. W. H. B.

The Place of Industries in Elementary Education, by KATHARINE E. DOPP. University of Chicago Press, Chicago, 1903. p. 208.

The industrial epochs of the hunting, fishing, pastoral and agricultural age, and that of metals, are first discussed. Then general precepts are laid down for the stages of childhood. Attitudes and motor rhythms are here given due place. The book is a distinct and valuable addition to the literature of this subject.

The Problem of the Jewish Sabbath-School. A paper read before the Hebrew Sabbath-School Union of America by Rabbi Abram Simon, of Omaha, Nebraska. pp. 23.

The precepts, which this author would follow, are, first, that a child reproduces in his soul the life history of the race; second, food should follow appetite; third, the Old Testament is the text-book of religion, but Jewish literature, which is an enlarged edition of Jewish life, must not be neglected; fourth, all methods that quicken the will and rouse to endeavor are good; and, lastly, the education of the Jewish child should be distinctive only in its relation to his historic mission. The Jew has his high born mission to be the exponent of religion. Dawson's views are in general approved. The Sunday School should number four classes, divided by the ages 6, 8, 13, 16, 20. The Bible is really a study of God in nature, history, conscience and personal life.

Quarter of a Century and Twenty-Fifth Aunual Report of the New England Watch and Ward Society for the Year 1902-1903. Boston, 1903. pp. 57.

In this report, which marks the twenty-fifth anniversary of this society, a brief account of its work is properly given. Few realize what it has accomplished in the suppression of obscene books and pictures, of gambling and pool rooms, policy, Louisiana lottery, in the suppression of indecent theatre posters, the social evil, exposing and checking the evils of bond investment companies, certain second class hotels with kitchen bar rooms, dance halls, etc. It has afforded pro-

tection to young women, made beaches safe public resorts, improved the character of agricultural and other fairs, held many meetings, etc.

The Souls of Black Folk. Essays and Sketches, by W. E. BURGHARDT DUBOIS. A. C. McClurg and Co., Chicago, 1903. pp. 264.

Many of these articles have been printed elsewhere. The author is perhaps the most prominent leader of the colored men who, differing rather radically from Booker Washington, would see them given every opportunity and allowed every privilege open to the whites. To us it is the most interesting discussion of men, traits and problems, which show what being black to-day really means.

A Service in Memory of Alice Freeman Palmer Held by Her Friends and Associates in Appleton Chapel, Harvard University, January 31, 1903. Houghton, Mifflin and Co., Boston, 1903.

This touching and tasteful memorial contains both the programme and the report of the Cambridge service in Mrs. Palmer's honor. It was made in order that friends who were present may preserve, and those who were absent may experience the feelings of beauty, thankfulness and courage inspired by thoughts of her on that unique occasion. As if to compensate for the music, which alone is omitted, five photographs—the first when she was six and the last representing the woman of recent years as she appeared in private life—are given. All who knew her will cordially agree with the sentiment expressed by President Eliot that her life and labors have set, perhaps, one of the best examples to American womanhood.

Chapters from a Musical Life. A Short Autobiographical Narrative, by MRS. CROSBY ADAMS. Chicago, 1903. pp. 139.

This is a brief account of the author's musical experience for the benefit of teachers who have found her compositions of use in their classes. It is very personal and autobiographic, and must be full of interest to every teacher of music. The author wishes to gain a larger view of her vocation; would really find the ultimate art principle; tells how music first came into her life and the people who influenced it, etc.

Recherches Anthropométriques sur la Croissance des Diverses Parties du Corps, par PAUL GODIN. A. Maloine, Paris, 1903. pp. 212.

These studies are based upon 36,000 measurements of one hundred subjects, individually followed from thirteen to eighteen years. It brings out very forcibly the unique character of the adolescent period.

A Historical and Critical Discussion of College Admission Requirements, by EDWIN CORNELIUS BROOME. The Macmillan Co., New York, 1903. pp. 152.

The writer discusses admission from the colonial period to the present, with special chapters on flexibility in requirements, the accrediting system and uniformity.

Boys' Self-Governing Clubs, by WINNIFRED BUCK. The Macmillan Co., New York, 1903. pp. 218.

The writer discusses the place of the club in relation to play, equipment, meeting place, constitution, ethical lessons, outside activities, adaptation to age and race, club advisers and parliamentary law.

The Moral System of Shakespeare, by RICHARD G. MOULTON. The Macmillan Co., 1903. pp. 381.

The first book is on certain root ideas of Shakespeare's moral system, heorism, innocence, retribution, pathos. Book two treats of

Shakespeare's world in its moral complexity, and the third discusses the forces of life in Shakespeare's moral word.

Discourses on War, by WILLIAM ELLERY CHANNING. Ginn and Co., Boston, 1903. pp. 229.

This very timely and attractive work is prefaced by Edwin D. Mead, whose knowledge of and enthusiasm for Channing is well known. The sentiments it contains are eminently wholesome and pertinent to present issues.

History of Ancient Education, by SAMUEL G. WILLIAMS. C. W. Bardeen, Syracuse, N. Y., 1903. pp. 298. Price, $1.12.

This work grew out of lectures by the author at Cornell, and constitutes the first half of his course on education ending with Plutarch.

The Nature Study Idea, by L. H. BAILEY. Doubleday, Page and Co., New York, 1903. pp. 159.

The three parts of this book are, first, what is nature study? second, the interpetation of nature; and, third, practical inquiries and some ways of answering them. The style is lively and interesting and the book is eminently practical.

Kunsterziehung. Ergebnisse and Anregungen des Kunsterziehungstages in Dresden am 28 und 29, September 1901. R. Voigtländer, Leipzig, 1902. pp. 218.

This tasteful little volume is made up of lectures, discussions and various treatises on manual training, picture books, drawing, how to enjoy nature, preliminary training, wall decorations, school buildings, etc.

Versuche und Ergebnisse der Lehrervereinigung für die Pflege der kunstlerischen Bildung in Hamburg. Alfred Jansen, Hamburg, 1902. pp. 171.

This is a collection of papers on artistic culture written by various teachers. The chapters included are: art museums, drawing, painting, modelling, poetry, theater, concerts, etc.

Geographen-Kalender 1903-1904. (H. Haack.) Justus Perthes, Gotha, 1903.

This is a valuable, new compilation intended to present the present state of geographical knowledge, literature, school geography, etc. It gives an interesting synopsis of the most important researches for the year 1902 and contains a dozen interesting maps showing world regions of special interest at present. Especially interesting is the story of the two polar regions.

Athletics and Outdoor Sports for Women, edited by Lucille Eaton Hill. The Macmillan Co., New York, 1903. pp. 339.

This is a book of composite authorship, each of the following topics being presented by a different expert: physical training at home, gymnasium work, dancing, esthetic and social, cross-country running, swimming, skating, rowing, golf, running, lawn tennis, field hockey, basket ball, equestrianism, fencing, bowling, track athletics. The work is illustrated by 237 cuts showing attitudes, postures, acts, etc.

Tales from Wonderland, by RUDOLPH BAUMBACH. Translated by Helen B. Dole. Adapted for American children by William S. M. Silber. A. Lovell and Co., New York, 1903. pp. 122.

The tales are the magic bow, the Christmas rose, the clover leaf, the adder queen, the water of forgetfulness, the witching stone, the donkey's spring, the Easter rabbit.

NATIONAL EDUCATIONAL ASSOCIATION.

BOSTON, MASS., JULY 6-10, 1903.

The annual meeting of the National Educational Association in Boston, which closed Friday evening, July 10th, in some respects not only greatly exceeded expectations but broke all previous records. Many years ago, when the annual meeting of this Association was held in Boston, the attendance was small, the New England teachers indifferent; and Boston was finally decided upon as the place of this meeting only after long consideration and with a good deal of anxiety concerning the result. It was this that prompted the managers to make more strenuous efforts than have ever been made before and to incite meetings of teachers all over the country, and especially in New England towns and cities, to secure pledges of attendance and membership. As it was, over seven thousand New England teachers were enrolled, and although many prominent Boston teachers were not seen at the sessions and expressions of indifference from some, whether rightly or wrongly, were freely quoted, New England, as a whole, Massachusetts and even Boston outdid themselves.

It was frequently remarked that no previous meeting was so elaborately organized. For some days on every train that entered Boston, especially those from the West and South, agents with red bands on their hats—often Boston teachers—passed through to give information and assign rooms in advance to all who desired. One of these agents told the writer that on one train between Worcester and Boston he enrolled over two hundred teachers, marshalled them off the train at the Huntington Avenue station, and took them to the large tent from which their baggage was distributed and where they could wait their turn for registration. Never has it been so impossible for any one to enter any meeting, rest-room or other resort, take any excursion or enjoy any privilege without a badge, and in every way registration and the two dollar fee has been made almost inevitable. The high school boys of Boston in their natty uniforms were ushers in the halls and churches and at every entrance challenged admission unless the badge was shown. A hospital was provided for men and women with efficient and complete service, which the intense heat made very opportune. Trips to all the beaches and public institutions, golf, polo, bathing, canoeing, sight seeing, visits to all the surrounding towns, and even shopping in many of the large establishments were offered teachers, that had the open sesame of a badge, at reduced rates.

Another feature to be commended was the absence of all advertisements and circulars of all kinds of books, school supplies, devices for teaching, etc., which usually make the streets and halls so littered and unsightly at the end of a four days' session. All this was strictly forbidden, and better yet the rules in this respect were enforced, not without much chagrin to those whose interest in education is solely commercial.

This thorough organization, however, seemed somewhat excessive in the methods adopted for providing the many programmes. All speakers were required to furnish five or seven copies of their papers at a certain date three or four weeks before the meeting; no paper was allowed to exceed twenty minutes or twenty-four hundred words; and

two weeks before the meeting five to seven abstracts of three hundred words were required. The results of this somewhat mechanical but Draconial law were both good and bad. Free discussion from the floor was reduced to a minimum and often made entirely impossible for lack of time. These opportunities for personal discussion, which often enlivened meetings, were cut out. The best result was that those appointed to follow leading papers had the advantage of having read them weeks in advance and thus could make their discussions much more pointed and effective. Many eminent men and women attended the meetings, who would have gladly spoken and who would have been very eagerly heard, but they had no opportunity. The precise time limit was often transcended by speakers who injected added or extemporized matter into their papers, who thus made many section sessions too long or crowded out those who came late in the very full list of speakers for each occasion.

The large meetings were held in Mechanics Hall, which was far too large except for the first session. The voices of but very few speakers could possibly be heard in its vast spaces. There is here, of course, no space to speak of special sessions, but that devoted to child study deserves special praise. Its President, Professor Luckey, of Nebraska, took great pains in organizing the programme. His selections of speakers were wise, and he resisted the strongly urged solicitation of fusing with the kindergarten section or with that of high schools. The meetings were marked by the attendance of perhaps the brightest and best of the younger element of all the meetings, and the large church was crowded, even in all its galleries, and often all the standing room was taken by those who could not find seats. It was by far the best session that this section has ever held, and never has it been so apparent that here is to be found the leverage for the ultimate decision of most of the important questions of the education of the future. The severe criticism of a few years ago, which frightened off the camp followers, did great good, and now the body of literature in every land, the many academic chairs, the new standpoints and lines of work, have launched this great movement beyond all peradventure out into the open sea of growth and prosperity. More than any other section, the character of papers read here was sometimes scientific and based upon careful and sometimes elaborate research. It is greatly to be hoped that the new President and other officers will maintain the integrity and prestige now secured.

Among the other interesting features was the Indian exhibit. Although there were several Indian girls and representatives of our National Bureau present, most of the Indian baskets, which were the most salient feature of this exhibit, were made in white schools by white children. This new fad has some strange results. While the work itself is surprisingly good and its educational value is not to be questioned here, these baskets made by white children have immensely lowered the price of those made by Indians themselves. With the new interest and present demand this art might be taught in Indian schools by native teachers and made in such a way as to make many Indians self supporting and to greatly maintain their own self respect. But they themselves have unfortunately been compelled to take up the white man's burden and do and make things in which the white men excel them as much as they do the whites in basketry, their own indigenous pottery, birch bark, bows and arrows, beads, leather, hide and feather work.

Among the more interesting sections were those of the higher education, including colleges and universities, where the question of a two, three and four year course was well ventilated; the high school

section which had several lively debates, particularly on coeducation; the kindergartners, who broke away from their tendency to idealize Froebel only and invited men like President Eliot, Booker Washington, Hamlin Garland and others to speak, who were liable to commit the heinous offence of criticising Froebel and even Miss Blow; the manual training section; that of libraries, and others.

The entire afternoon was given to excursions, although very many extra sessions of sections or of committees and even departments were held. Many Boston people returned from their country homes and opened their houses for teas and for scores of receptions; lawn parties were held; guides showed visitors through all the museums and collections; admirable concerts were given, mainly gratuitously, and volunteer work by musical societies; and in some cases theater parties were organized. The intense heat, which steadily increased during the session, made the last day or two somewhat languid; and, as everywhere, there was a discontented minority who found fault and magnified personal inconveniences. Perhaps these culminated and were most justified in the inadequate provisions for registration which kept two thousand people in line on the hot streets during a good part of the first forenoon in order to pay their fee and get their badges which carried with them all admissions and other privileges.

On the whole, this meeting is sure to make the work of the next city and the officers who preside over the next meeting exceedingly difficult, because never has so high a standard been set. It is doubtful, too, whether the quality of the programme has ever been equalled, and its quantity certainly outstrips that of all previous meetings.